

English First Additional Language Grade 7

By:

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 Comprehension: Heraldry¹

1.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.1.2 Grade 7

1.1.3 Module 1

1.1.4 COMPREHENSION

1.1.5 COMPREHENSION

Heraldry

A knight's coat of arms is his personal symbol. It proves he was a man of importance. The coat of arms was also used on the battlefield. A knight wore a distinctive coat over his armour because in battle he needed to be recognised easily. This was called a coat of arms. These personal symbols were very elaborate and were displayed on the knight's horse, his banner, and most important, on his shield.

The Shield

This was the main feature of an achievement of arms for a knight. The shield was usually of one colour and a pattern or device was placed on it. These devices were simple geometric shapes or lines dividing the shield into areas of contrasting colour.

The Helmet

There was a special crest on the helmet top. A wreath was wound round the bottom of the crest and also the mantle, which hung from the helmet to protect the knight from the hot sun. It also had a scroll with a motto.

¹This content is available online at <<http://cnx.org/content/m23268/1.1/>>.

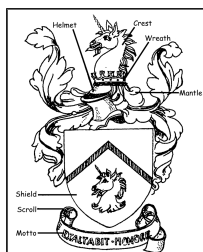


Figure 1.1

The Colours

Five colours are used in heraldry – red, blue, black, green and purple. Gold and silver are also used, but these are regarded as metals and not as colours. Animal furs are also used as background; the most common being ermine (white and black stoat fur) and vair (grey and white squirrel fur).

Rules regarding coats of arms.

Heralds are people who make sure these rules are carried out. No son is allowed to have the same coat as his father. A small change must be made to the coat. Each son is given a special mark in order of birth. After a man's death, his coat of arms passes to his eldest son. After a marriage, the wife's coat of arms is placed beside her husband's on the shield. The children may divide the shield into quarters. If several generations of children marry persons entitled to bear arms, the shield is quartered many times.

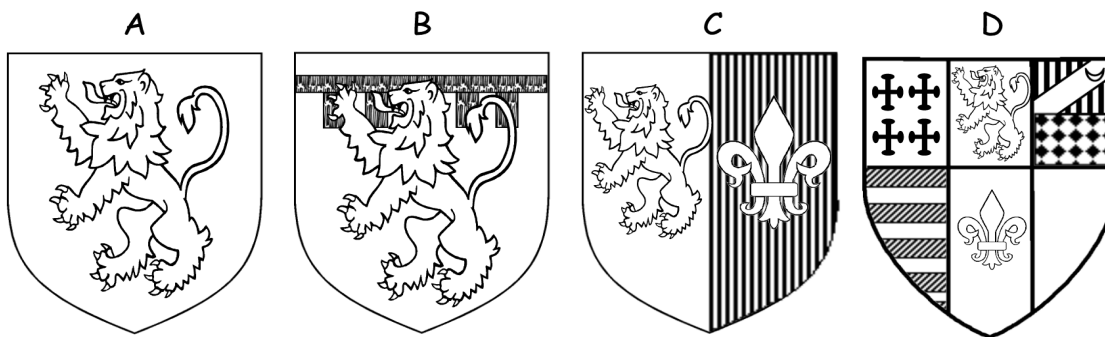


Figure 1.2

Answer the following questions in full sentences, unless otherwise stated.

- Why do you think the knight wore a coat of arms over this armour?
- Name three places where the knight displayed his own distinctive design.
- What happened to the coat of arms as time went on?
- List seven features that make up an achievement of arms.
- Why do you think the shield is the most important feature?
- What is the writing on the scroll of an achievement of arms called?

- (g) Whose job is it to make sure that all the rules to do with the coat of arms are carried out?
 (h) Which shield on page 2 illustrates that the wife's coat of arms is placed next to her husband's on his shield? (A, B, C or D?)

(i) Choose a word from the passage which means the same as:

- able to be seen
- keep safe, guard against
- difficult
- Choose a word from the passage which means the opposite of:

- death
- youngest
- Choose your own title for the passage:

LO 3.4	
--------	--

Table 1.1

Task

This is a shield designed by an 11-year old boy. From the shield you can see where he is placed in his family, what his hobbies and interests are, and even which soccer team he supports. Design your own personal shield. Include little emblems that tell more about you in each quarter.



Figure 1.3

1.1.6 CLOZE PROCEDURE

Read the following extract and fill in the missing words:

The flag seen at the Olympic Games reflects the games' aim of promoting
 _____ between all nations of the _____
 The five linked _____ stand for the five _____
 of the world and for the ideal of friendship. This symbol has been associated
 with the _____ since the first modern _____
 were held in 1906 and was first used on a flag, fourteen _____
 later, in 1920 at the Antwerp Games. The rings are blue, yellow, black, green
 and red. Every national _____ in the world has at least
 one of these colours. The following words are displayed at the opening
 ceremony: "This most important thing in the Olympic Games is not to _____
 but to _____ part.

Give feedback to another person in your class with regard to your answers. Edit your answers if your choice of words is not totally correct.

1.1.7 GROUP WORK (Informal oral exercise)

Divide into groups of four. Your group is going to form a club of your own choice (e.g. environmental, sport, drama, recreational). Design your own flag and make up a motto that reflects the nature of your club.

Present your flag to the class and explain your design if necessary.

LO 2.2	
--------	--

Table 1.2

1.1.8 Assessment

Learning Outcomes(LOs)
LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
2.2 interacts in additional language.
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional value in texts.
We know this when the learner:
3.4 reads for information:
3.6 uses reading strategies:
3.6.1 matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);
3.6.2 uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate it);
3.7 reads for pleasure.

Table 1.3

1.1.9 Memorandum

Educators are informed that not every answer to each task is provided; this memo serves only to provide clarity where there could be confusion.

1. Cloze procedure

The following are only suggestions and not the only answers.

Competition / sportsmanship; world; rings / circles; continents; Olympics; games; hundred; flag; win; take

1.2 Abbreviations²

1.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.2.2 Grade 7

1.2.3 Module 2

1.2.4 ABBREVIATIONS

1.2.5 ABBREVIATIONS!

- What is an abbreviation? Can you give an example?
- What is the difference between an abbreviation and an acronym?
- Supply the correct abbreviations for the following:

- (a) kilometre
- (b) standard
- (c) street
- (d) avenue
- (e) doctor
- (f) example
- (g) et cetera
- (h) page
- (i) kilogram
- (j) centimetre

- As a class, decide on 10 more abbreviations and write them down.

LO 6.9	
--------	--

Table 1.4

1.2.6 STOP! Time to write . . . !!

A story has a [U+21D0] Beginning

[U+21D0] Middle

[U+21D0] End

Form groups of four to make up a story, using the following signs to help you. You don't have to use all the signs. Try to be creative!

²This content is available online at <<http://cnx.org/content/m23273/1.1/>>.

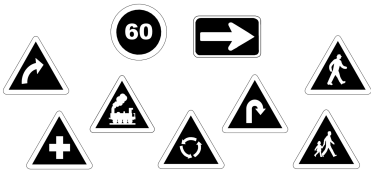


Figure 1.4

(*Remember to jot down your ideas [U+21D0] plan your story [U+21D0] organise your ideas [U+21D0] write a draft [U+21D0] proofread and edit it [U+21D0] write a final draft)

LO 4.4	
--------	--

Table 1.5

1.2.7 IMAGINE ANY ROAD SIGN. WRITE A POEM EITHER WITHIN THE SHAPE, OR IN THE SHAPE OF THE ROAD SIGN.

Not to be assessed	
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Table 1.6

1.2.8 ROAD SIGNS

10 11 127 8 94 5 61 2 3

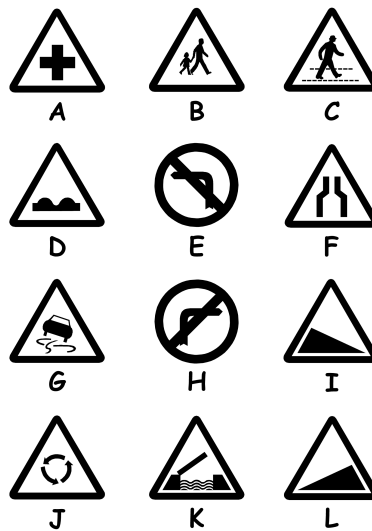


Figure 1.5

1.2.9 SILENT READING

Match the description of Paula's route with the road signs on the accompanying page.

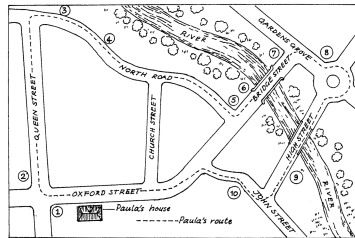


Figure 1.6

Paula turned left when she came out of her house. She rode to the end of the road and turned right at the crossroads. Queen Street was very bumpy, so she had to slow down. When she got to the end, she turned right into North Road. She had to stop quickly, because someone was crossing at the zebra crossing.

She had to change gears to get up the steep hill. When she got to Bridge Street, she wanted to turn right but she couldn't. She turned left instead. She thought she might have to wait at the river. She was lucky and she rode straight over the bridge. The road was very wet and slippery. Paula then turned right along Gardens Grove. She took the third turning off the traffic circle. She crossed the river and passed a school. She turned right into John Street. The road became very narrow. At the end of the road she turned left. She was back home.

LO 3.6.1	
----------	--

Table 1.7

1.2.10 DEDUCTION

Study the accompanying map and key. Write either true (t), or false (f) or not enough evidence (nee) next to the sentences below.

- (a) There is a picnic spot in the wood.
- (b) There is a lake in the park.
- (c) One of the churches is near a caravan park.
- (d) There is a footpath from the school to the lighthouse.
- (e) The town hall was built in 1435.
- (f) There are four bridges over water on the map.
- (g) The cliffs are very dangerous.
- (h) There are graveyards next to both churches.
- (i) There is a swimming pool at the school.
- (j) Both churches are near road junctions.
- (k) The railway line crosses the canal next to the town hall.
- (l) The canal goes under the railway line next to the park.
- (m) One of the footpaths goes from the railway to the battlefield.
- (n) The footpath from the railway station leads to the cemetery.
- (o) To get from the town hall to the quarry, you must cross the canal.
- (p) The school is west of the wood.
- (q) The railway station is south of the caravan park.
- (r) The railway crosses the canal north of the park.
- (s) The stream from the lake runs into the sea just south of the cliffs.
- (t) If you walk east from the church near the quarry, you will come to the lake in the wood.

LO 5.3.3	
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Table 1.8

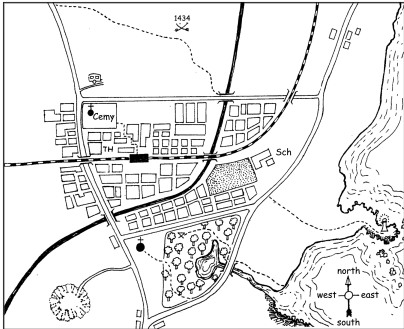


Figure 1.7

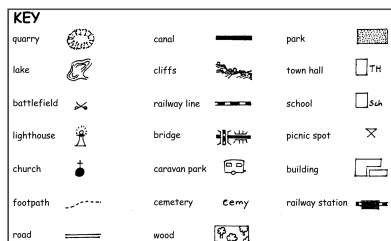


Figure 1.8

1.2.11 Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional value in texts.
We know this when the learner:
3.4 reads for information:
3.6 uses reading strategies:
3.6.1 matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);
3.6.2 uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate it);
3.7 reads for pleasure.
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information;
4.4 writes creatively.
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
<i>continued on next page</i>

LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.9 demonstrates an understanding of between 4 000 and 6 500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language should aim for 6 500 words.

Table 1.9

Chapter 2

Term 2

2.1 Comprehension: The origin of the cat¹

2.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.1.2 Grade 7

2.1.3 Module 3

2.1.4 COMPREHENSION

1. THE ORIGIN OF THE CAT

- (a) Read the following extract carefully.

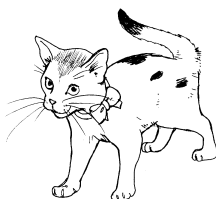


Figure 2.1

The earliest records of domestic cats are written and painted on the walls of the tombs of the Pharaohs of Egypt and are over 4 000 years old. Sleek, shorthaired, long-legged cats were etched side-by-side with figures of Egyptian men working in the fields.

In Egypt the cat was worshipped as a sacred animal and in the event of fire, the cat was rescued first! We are not sure how the cat came to be so high up in the divine order of things of the Egyptians, but it is thought that these people were the first to appreciate the cat's skilful ability to get rid of the pests, such as rats and mice, which infested the fields and cities.

When cats died, they were treated with great respect and were often mummified or embalmed. This involved being wrapped in tight bandages and buried in miniature coffins which were decorated with gold.

¹This content is available online at <<http://cnx.org/content/m23274/1.1/>>.

If one killed a cat in Egypt, the penalty was death and many an unsuspecting foreigner met his end in this way.

It was illegal to remove a cat from Egypt, but these gods were gradually smuggled out to the East and to Europe. They were very popular in countries such as Japan, Greece and Rome, and because they were so very precious, they were often kept on leads. They were possessed by many princes and noblemen.

It was only in the Middle Ages that the cat fell from its pedestal, rather awkwardly and without the grace that it was accustomed to. There were groups of people in Germany who started to use the cat for evil purposes. The Church believed the cat-worshippers to be witches and many people were tortured for witchcraft. There was mass hysteria among the ordinary people who then started to link cats with the devil.

But fortunately the panic ended and the common cat once again won its way into the hearts of people all over the world. The cats were raised to their rightful position and were owned by scientists, politicians and clergymen.

So, don't be surprised if, some day, you notice your cat looking down at you, perfect and proud. He is most probably dreaming about days gone by when felines in Egypt were put first and when a cat could look at a king.

There are many proverbs about cats that probably originated from ancient Egyptian times. Have you heard the following: a cat may look at a king; an old cat knows fresh milk; a cat has nine lives; there are more ways of killing a cat than choking her with cream?

(b) Answer the following questions in full sentences, unless stated otherwise.

(i) How do we know that the Egyptians had domestic cats?

(ii) Why was the cat the first to be rescued in the event of a fire?

(iii) For what supposed reason did the Egyptians worship cats?

(iv) How did the Egyptians show their respect for a cat after its death?

(v) Why were many foreigners to Egypt put to death?

(vi) We are told that the cat "fell from its pedestal" during the Middle Ages. What does this mean?

(vii) Why did many ordinary people in Germany begin to associate cats with the devil?

(viii) Why must you not be surprised if your cat looks down at you, in a proud and

(ix) Write down words from the passage which have the opposite meaning to the words in bold print:

- a **wild** cat
- **modern** Egyptian times **wild** cat

(x) Find words in the passage which mean the same as:

- holy
- unlawful
- very small

(xi) Find out and explain what the following proverbs mean:

An old cat knows fresh milk.

There are more ways of killing a cat than choking her with cream.

LO 3.4	
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Table 2.1

2. WRITE YOUR OWN LIMERICK

Read the following limerick about an educated cat:

There was a young curate of Kew

Who kept a tomcat in a pew;

He taught it to speak

Alphabetical Greek

- How many lines does the limerick have?

What do you notice about the rhyme scheme?

All limericks follow the above pattern.

Write your own **LIMERICK** about any aspect of your **FELINE FRIEND**.



Figure 2.2

LO 4.4.1	
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Table 2.2

3. THE FOLLOWING TWO EXTRACTS ARE ABOUT THE PLAY AND EXERCISE HABITS OF CATS

PLAYTIME FOR KITTENS

Kittens seem to live to play. Actually, each day is an important adventure which helps the kitten in her development of intelligence, dexterity and her relationship with humans and other animals. The mother cat generally provides the stimulation for the kitten's development.

Play and exercise are important for your kitten's development. Buy her a toy - a ball, rubber mouse, or anything she can play with and not be injured. Her hunting instincts will develop; her reflexes will become sharp. Kittens and your cats, when treated correctly, grow up to be happy, curious, emotionally stable and sure of themselves.

KITTENS AND CHILDREN

Young children can often hurt a small animal because they fail to realise what can cause pain to her. It will not occur to a small child that picking up a kitten by one of its legs, or pulling its tail or making loud noises around her can actually hurt the animal. You should explain to them, well before the kitten's arrival in your home, that their pet should be treated gently. With very young children, supervision is essential at all times.

(a) Points for discussion in your groups

- Discuss a game and an exercise whereby you develop your kitten's instincts and reflexes.
- Name different safe toys that your kitten can play with. Also discuss different deadly toys.
- Use your dictionary and explain the meaning of the following in your own words:

- dexterity
- relationship
- instincts
- temperament
- reflexes

LO 2.4.2	
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Table 2.3**4. A SPELLING EXERCISE TO LEARN A VALUABLE LESSON**

(a) Below is the sad story of what happens when one does not look after one's pet. Use the dictionary to look up the meanings of the words which you do not know in the list below. Then write the words in the appropriate spaces.

CRIED DIED TRIED MAGNIFIED CRY DIE DECRIED SATISFIED DENIED REPLIED LIED VILIFIED IMPLIED PACIFIED MORTIFIED DRIED WISE EYES

When her pet, the cat,	
Marie cried and cried and	
Her mother said that, when pets	
it is natural that you should	
But Marie, sobbing, then thing that can't be	"There's one
My grief, my pain	
Because I never really	
To keep my cat	
My laziness should be	
Indeed, I should be	
To tell the truth, I sometimes	
That I had fed him, I	
And now I feel quite	
But mother soothed her, and she	
Her tears away, and	
Her daughter, saying, "Dry your	And let this
lesson make you	

Table 2.4

LO 6.1	
--------	--

Table 2.5**5. ARTY ALPHABET**

(a) Choose a letter of the alphabet and use a drawing of a cat's body to form the letter. Below are a few examples. Create an original cattish letter.

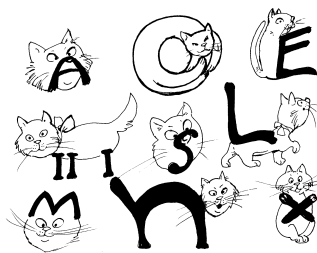


Figure 2.3

2.1.5 Assessment

LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. 'What do you think?', 'Don't you?').
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.4 reads for information.
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.4 writes creatively:
4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).
<i>continued on next page</i>

LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 revises the grammar learned in the earlier grades.

Table 2.6

2.1.6 Memorandum

Comprehension

- (i) ...recorded / written and painted on the walls of the tombs of Pharaohs
- (ii) ... worshipped as a sacred animal.
- (iii) ... worshipped because of their ability to get rid of pests ...
- (iv) ... mummified / embalmed, and buried in coffins decorated with gold.
- (v) ... for smuggling cats out of the country.
- (vi) ... not revered or respected as before, and used for evil purposes / not seen as gods
- (vii) ... groups of people in Germany used the cat for evil purposes.
- (viii) ... dreaming about days gone by when he was revered.

(ix) wild domestic

modern ancient

(x) holy divine

unlawful illegal

very small miniature

(xi) An old cat knows fresh milk: experience counts

There are more ways of killing a cat than choking her with cream: there is more than one way of doing something / completing a task, than only one way.

Limericks

Limerick has 5 lines

Rhyme scheme: aabba

Spelling exercise

Words in order: died; cried; die; cry; denied; magnified; tried; satisfied; decreed; vilified; lied; implied / replied; mortified; dried; pacified; eyes; wise

2.2 Silent reading and written work²

2.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.2.2 Grade 7

2.2.3 Module 4

2.2.4 SILENT READING AND WRITTEN WORK

1. SILENT READING

- (a) Read the following extract carefully, and answer the questions .

TRAINING YOUR CAT

Contrary to popular belief, cats can be trained - although it does take a little patience. The most important rule to remember is that rewards are much more effective than punishment. Your punishing her

²This content is available online at <<http://cnx.org/content/m23276/1.1/>>.

for misbehaviour can easily damage the delicate relationship between you and your kitten. A stern "No!" can be effective, but more physical expressions of disapproval are almost invariably counter-productive. You should approach training by taking a step at a time, continually rewarding desired actions and offering no encouragement for bad behaviour.

No kitten will come to an owner if she expects to be punished. Only love and reward can persuade your kitten to come when you call her name. Use your kitten's name regularly at mealtimes and play sessions. Once she begins to associate her name with pleasant experiences, try adding the word "come" just after it. Use this technique just before you set down her feeding dish. Once she has begun to grasp the meaning of the new command, reinforce her behaviour with a reward and affection.

Once a kitten learns to use furniture and curtains to sharpen her claws, it will be hard to convince her to stop. Start training her as soon as possible on a scratching post. As with litter tray training, the secret is to show the kitten what to do. Hold her near the post and scratch her claws on the surface. She'll soon form an attachment to her new exercise toy.

Although cats, unlike dogs, do not take naturally to walking on a lead, they can be trained to do so - provided you start while your cat is still a kitten. For this purpose, you'll need a lead and a harness (collars are too easily slipped off). Begin with short walks in your kitten's familiar surroundings before venturing out of doors. Let your kitten wander where she likes - provided she stays out of danger. Don't try to make her heel like a dog; let her follow along in your footsteps if she likes. With a few training sessions a week, you'll find that your cat will look forward to brief outings with you on a regular basis.

(b) Answer the following questions by underlining the correct answer.

(i) To train your cat takes

- a lot of hard work
- a little patience
- little time
- a long time

(ii) To punish a cat can

- help her to behave
- help her with effective training
- upset her
- easily damage your relationship

(iii) When you want to persuade your kitten to come to you

- reward and love her
- shout at her
- call her different names
- give her some snacks

(iv) To prevent your kitten from sharpening her claws on your curtains and furniture

- cut her nails
- punish her
- train her to use a scratching post
- keep her outside

(v) If you want to take your cat on regular outings

- use a collar
- train her with a lead and a harness
- put her in a basket
- try to make her heel like a dog

(vi) Find words in the extract with the same meaning as

- coaching
- destroyed
- vulnerable
- well-known
- taking a risk

(vii) Below are various signs used by the cat to indicate two of its moods. Write the number of the sign below the correct mood:

1. Whiskers are drawn back.
2. Eyes are half-closed.
3. It waves its tail.
4. The ears are upright.

Happy	Angry

Table 2.7

(viii) Is the following statement TRUE or FALSE?

Yawning is a way of showing friendly intentions to lions and tigers.

LO 3.4	
--------	--

Table 2.8

(c) Cloze procedures. Below is the story of how a cat helped to make motoring safer. Read the extract and fill in the missing words:

One dark night, a man was _____ his car along a steep, narrow road which was full of twists and bends. On _____ side of the road was a wall of solid rock and on the other side there was nothing, only a sheer _____. The man ran into such thick _____ that he could not see where he was going nor could he see the edge of the road. But then two pin-points of _____ shone through the fog. The lights of the _____ had been reflected in the _____ of a cat sitting on the fence. He was able to see the side of the road and was saved from _____. He thought, "I need hundreds of _____ sitting along the road to help me home." When he reached the main road, his lights shone on metal tram lines that ran along the middle of the _____. He remembered the cat's eyes and thought, "Why not invent road studs with glass _____ like cats' eyes in them and put them in the _____ of the road?" The man's name was Percy Shaw. Every motorist who has to drive at night is _____ to him. The cats'-eyes have made roads all over the world _____ to drive along after _____.

(d) Cloze procedure.

Read the following extract and write the words on the following page.

LIGHTS OUT

Beverley Hutt of Hamilton in Canada was home (1) one night studying when the lights (2) out. She knew a (3) hadn't blown out because she heard the (4) turn off. Turning (5), she saw Jojo sitting on the (6) beneath the light switch. She (7) the light back on, and (8) her cat. He then (9) up, stretching his (10) legs straight, crossing one paw carefully (11) the other. Jojo judged the jump so that his (12) were just above the switch when they hit the wall, thereby enabling him to pull the switch as he (13) down.

Jojo isn't the only cat who enjoys (14) with electricity. Another cat, Sammy, also switched on the touch-lamp next to a little (15) bed. Sammy was reaching up to the (16), touching it to low, then to (17), and then to high and then finally to the (18) position. He did that (19) times. The (20) had the last word in this nocturnal conversation: she (21) the bulb so that she could (22) peacefully to sleep.

LO 1.3.2	
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Table 2.9

2. WRITTEN WORK

Pretend you are your own cat. Think of all the situations you don't like. Write a letter to your owner, listing your grievances. Write from your heart and try to get as much sympathy from your owner as possible. Explain why you climb up the curtains, scratch the couch, leave hairs on the lounge suite and do all the other things which drive your owner crazy.

You may also write down a few ideas about the things that would make your life brighter, such as tastier food, getting rid of the dog and having more cat treats. You may subtly bribe your owner into making these changes. But don't forget to confess your undying love to your owner, just to keep him/her happy.

LO 4.4.1	
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Table 2.10

(a) The following words all start with the letters "cat". The meanings have been supplied. Can you think of the word?

- (i) A list of books in the library, arranged in alphabetical order.
- (ii) A series of underground tunnels leading to rooms or graves.
- (iii) A boat with two parallel hulls.
- (iv) A slingshot used for hurling stones.
- (v) A growth on the lens of the eye, causing blindness.
- (vi) A great and sudden calamity or disaster.

LO 6.1	
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Table 2.11

(b) Study the pictures below.

CAT RESCUE

- (i) In pairs, work out a dialogue to act out in front of the class.

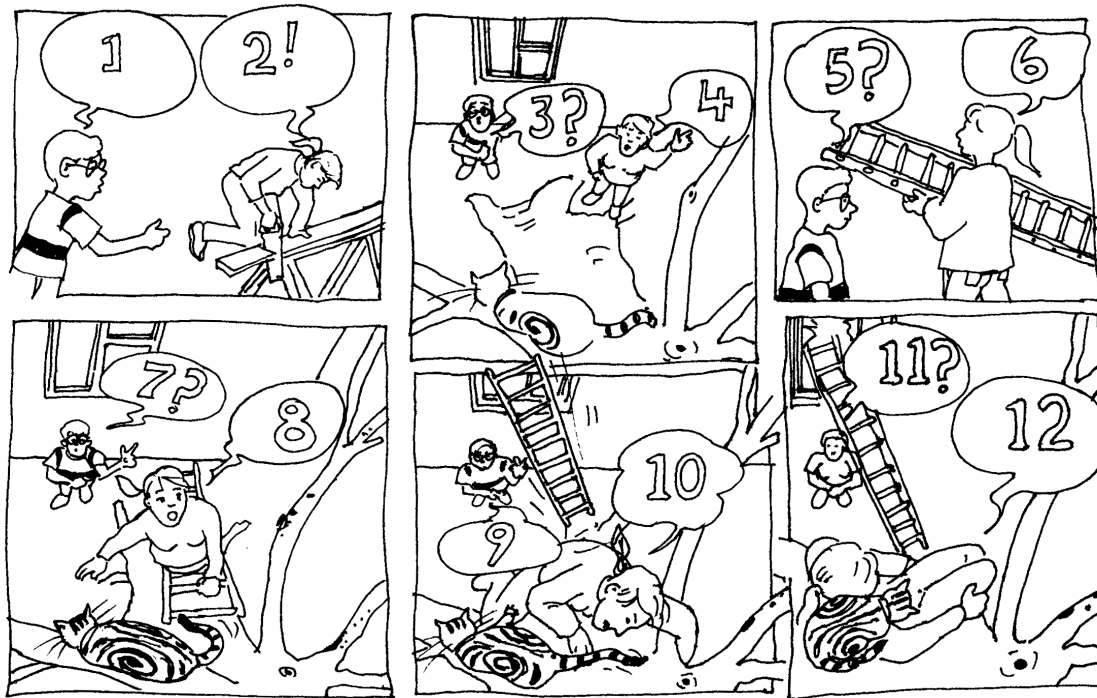


Figure 2.4

(c) Match the words with the balloons.

- Don't worry, James, I'll get the cat down.
- Oh, no! Not again!
- Here, take hold of the other end of the ladder.
- Mum, Bimby's stuck up the tree.
- May I help you?
- Please phone the fire brigade.
- Now, what are we going to do?
- Be careful, Mom. Oh goodness!
- What must I do, Mom?
- Can you manage to reach him, Mom?
- Look out, James. Stand away from the tree.
- No, not quite. I think I'll have to climb along the branch.

(d) Rewrite the sentences in the DIRECT SPEECH. Remember to use the correct punctuation marks.
James said, "Mum, Bimby's stuck up the tree."

LO 6.1	
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Table 2.12

e) Now rewrite the sentences in the INDIRECT SPEECH.
James told his mother that Bimby was stuck up the tree.

LO 6.1	
--------	--

Table 2.13**2.2.5 Assessment**

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 listens for specific information:
1.3.2 uses information to complete a table or chart, or label a diagram.
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. 'What do you think?', 'Don't you?').
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.4 reads for information.
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.4 writes creatively:
<i>continued on next page</i>

4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 revises the grammar learned in the earlier grades.

Table 2.14

2.2.6 Memorandum

Comprehension

- (i) ...recorded / written and painted on the walls of the tombs of Pharaohs
- (ii) ... worshipped as a sacred animal.
- (iii) ... worshipped because of their ability to get rid of pests ...
- (iv) ... mummified / embalmed, and buried in coffins decorated with gold.
- (v) ... for smuggling cats out of the country.
- (vi) ... not revered or respected as before, and used for evil purposes / not seen as gods
- (vii) ... groups of people in Germany used the cat for evil purposes.
- (viii) ... dreaming about days gone by when he was revered.
- (ix) wild domestic

modern ancient

(x) holy divine

unlawful illegal

very small miniature

(xi) An old cat knows fresh milk: experience counts

There are more ways of killing a cat than choking her with cream: there is more than one way of doing something / completing a task, than only one way.

Limericks

Limerick has 5 lines

Rhyme scheme: aabba

Spelling exercise

Words in order: died; cried; die; cry; denied; magnified; tried; satisfied; decried; vilified; lied; implied / replied; mortified; dried; pacified; eyes; wise

Silent reading

b. (i) a little patience

(ii) easily damage your relationship

(iii) reward and love her

(iv) train her to use a scratching post

(v) train her with a lead and a harness

(vi) coaching - training

destroyed - damage

vulnerable - delicate

well-known - popular / familiar

taking a risk - danger

(vii) and (viii) for discussion

Cloze

(c) The following answers listed, serve as a guide. More than one answer may be correct, as long as it is used in context.

... was **driving** his ... either **side** ... a sheer **drop**.
 ... such thick **mist** / **fog** that ... pin-points of **light** shone ... lights of the **car** / **vehicle** had
 ... in the **eyes** of ... was saved from **injury** / **death**.
 ... hundred of **cats** sitting ... middle of the **road**.
 ... studs with glass **centres** like ... in the **middle** / **tar** / **covering** of ...
 ... night is **grateful** ... world **safer** to drive along after **dark**.

Cloze

(d)

1. late
 2. went
 3. fuse / bulb
 4. electricity
 5. around
 6. floor / chair
 7. turned
 8. watched
 9. jumped
 10. front
 11. over
 12. paws
 13. dropped
 14. playing
 15. boy's / child's
 16. switch / lamp
 17. medium
 18. off
 19. many
 20. cat
 21. controlled
 22. drift
- 'cat' words
- (i) catalogue
 - (ii) catacombs
 - (iii) catamaran
 - (iv) catapult
 - (v) cataract
 - (vi) catastrophe
- Cat Rescue

There is more than one correct answer for this task. By dramatizing this situation, the learners should cover all the possibilities. As long as the dialogue makes sense and the learners can justify their choices, the answers are correct.

Direct and Indirect Speech

(d) Direct Speech [in order as listed in (c)]

- Mom said (answered / soothed), "Don't worry, James, I'll get the cat down."
- "Oh, no! Not again!" cried (shouted) James.
- "Here, take hold of the other end of the ladder." He / she requested (said).
- She asked, "May I help you?"
- "Please phone the fire brigade?" requested (asked) Mom.
- "Now, what are we going to do?" wailed (moaned / groaned / asked) James (Mom).

- “Be careful, Mom. Oh goodness!” warned James.
- James asked, “What must I do, Mom?”
- “Can you manage to reach him, Mom?” asked James.
- “Look out, James. Stand away from the tree.” Said (warned) Mom.
- “No, not quite. I think I’ll have to climb along the branch.” Replied Mom

(e) Indirect Speech (in order as above)

- Mom answered James that he should not worry and that she would get the cat down. / Mom soothed James and told him that he should not worry. She would get the cat down.
- James cried out no and that it could not be happening again.
- She requested that he take the other end of the ladder.
- She asked if she may help him.
- His mom requested that he take the other end of the ladder.
- She asked if she may help him.
- His mom requested that he phone the fire brigade. / He requested that she phone the fir brigade.
- James (Mom) asked (in desperation) what they were going to do.
- James warned his mom to be careful.
- James asked his mom what he should do.
- James asked his mom if she could manage to reach him / the cat.
- Mom told James to look out and warned him to stand away from the tree.
- His mom replied that she could not and thought she would have to climb along the branch.

2.3 Silent reading: matching descriptions and sketches³

2.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.3.2 Grade 7

2.3.3 Module 5

2.3.4 SILENT READING: MATCHING DESCRIPTIONS AND SKETCHES

IMPROVING VOCABULARY

(a) Read the descriptions of the following four types of cats and match them to the sketches below:

(i) It has a waved coat which is short, fine and silky. It has no guard hairs. Its body is hard, muscular and slender. The skull is flat and the line profile from the forehead to the edge of the nose is straight. The head is wedge-shaped. The ears are large and are set high on the head. The whiskers and eyebrows are crinkled. The tail is long and tapered.

(ii) The coat is short and fine. It has a long, svelte body. Its head is long. There is width between the eyes, narrowing in straight lines to a fine muzzle. The eyes are oriental and slanting. The hind legs are long and the tail is tapering.

(iii) Its coat is long and flowing, with longer hair around the neck. Its body is thickset, low on the legs. Its head is large, round and wide. The cheeks are full, the nose is short and broad, the eyes are large and round and the ears are small, neat and well-placed. The tail is short, broad and well-furnished.

(iv) The coat is short and fine and the body is lithe and long. The head is heart-shaped, the eyes are bright and large and the ears are sharp. The hind legs are longer than the front legs. The tail is long and tapered.

³This content is available online at <<http://cnx.org/content/m23277/1.1/>>.

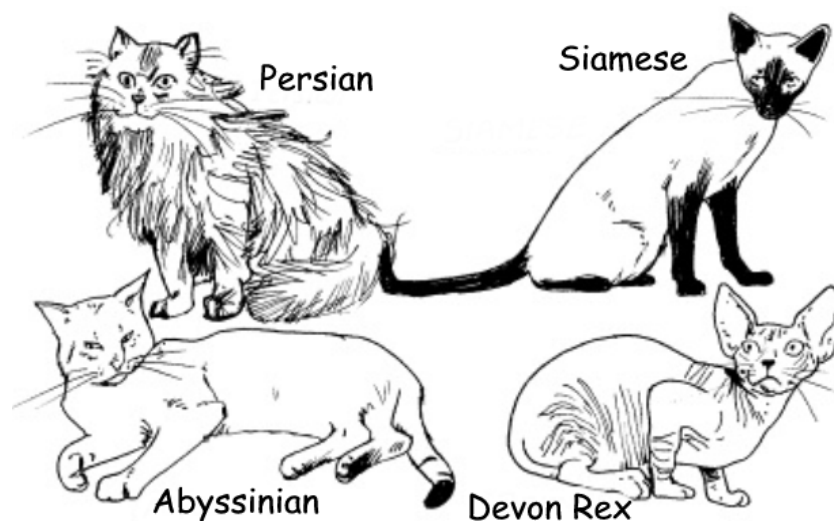


Figure 2.5

LO 1.3.2	
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Table 2.15

9. POSTER

Your cat is lost. Draw up a suitable poster to be pinned up in the local supermarket.

Remember to include the following:

A full description of your cat, including what type of cat it is, its age, type and colour of fur and any distinguishing features (white patch over eye, etc.). Use suitable descriptive adjectives and adverbs. Remember to provide the name it answers to and say whether it was wearing a flea collar or not. Leave an appropriate space for a sketch or a photograph. Include your name and address, as well as your telephone number, on the poster. Also state whether a reward is being offered. The poster must attract attention, so vary the size and colour of your letters.

10. POETRY: CLASS PROJECT

(a) Write a poem consisting of four verses to describe your cat when it is:

happy

sad

hungry

angry

(b) Try to use a lot of sound words to indicate the mood that the cat is in. Use appropriate movements and interpretations in your groups and act as cats in the four above-mentioned moods.

MAKE USE OF THE FOLLOWING WORDS:

scratch

scream

hiss

scatter

spitfire

pftts

whiskers
 snarl
 spits
 miaow
 gasps
 purr
 slathery
 slithery
 spitch
 spatch

11. FELINE FIGURATIVE LANGUAGE

(a) There are many idiomatic expressions which are related to cats in one way or another. Some meanings are given below. How many idioms can you supply?

- (i) to expose the trick; to let out the secret
- (ii) to be always quarrelling and fighting
- (iii) to avoid worrying and fretting oneself to death
- (iv) to sit on the fence; to see how things are likely to turn out before a decision is made
- (v) to rain incessantly
- (vi) a thief who enters by climbing
- (vii) a whistle, often rude
- (viii) said about people who will not mind their own business
- (ix) someone who imitates someone else
- (x) someone who lives well without doing much work
- (xi) said when someone looks very pleased
- (xii) a short rest, often taken after a meal
- (xiii) little space for movement
- (xiv) said about something (or someone) which (who) is not pleasant
- (xv) to walk very softly and lightly

LO 6.1	
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Table 2.16

(b) Illustrate one of the idioms (not the meaning).

12. JUST FOR FUN!

Test your cat's intelligence! How much does your pussy cat really know?

The idea of an intelligence test came about at the same time as a series of experiments which were being conducted by a professor in America in which the IQs of cats and dogs were being compared. Cats were found to have a much better memory than dogs, so the test was set up and tried out on hundreds of cats.

HOW SMART IS YOUR CAT? TRY THE FOLLOWING TEST AND FIND OUT....

(a) AT FOOD TIME, DOES YOUR CAT RESPOND TO?	[U+F0FB]	(c) When kitty relieves itself, it:	[U+F0FB]
<i>continued on next page</i>			

(i) The sound of food clattering into its dish?		(i) Does so indiscriminately.	
(ii) The sound of the can opener or packet?		(ii) Uses several litter trays.	
(iii) The sound of you calling or announcing dinner?		(iii) Uses a single tray or goes through cat-flap to garden.	
(iv) The sound of you approaching the feeding area?		(iv) Uses and flushes toilet.	
(b) In the presence of an insect, rodent or bird, does your cat:	[U+F0FB]	(d) When you bring out the carrier to transport your cat, it:	[U+F0FB]
(i) Stare blankly?		(i) Enters it.	
(ii) Follow movement?		(ii) Ignores it.	
(iii) Bat playfully?		(iii) Shies away.	
(iv) Kill and present prey?		(iv) Bolts from the room and hides.	

Table 2.17

(e) When you place your cat inside, it:	[U+F0FB]	(i) WHEN A NON-FAMILY MEMBER ENTERS THE HOUSE, YOUR CAT:	[U+F0FB]
(i) Remains passive.		(i) Ignores the entrance.	
(ii) Scratches and cries.		(ii) Reacts favourably, purrs.	
(iii) Works to unfasten door or lock.		(iii) Reacts with hostility.	
(iv) Escapes.		(iv) Reacts differently to different people.	
(f) Your cat's favourite hiding place is:	[U+F0FB]	(j) IN ORDER TO WAKE YOU UP, IT:	[U+F0FB]
<i>continued on next page</i>			

(i) In an open box.		(i) Miaows quietly.	
(ii) Under the kitchen table.		(ii) Knocks things over.	
(iii) In a closet.		(iii) Sits on your head or chest.	
(iv) You've never found its favourite place.		(iv) Starts brewing the tea.	
(g) Your cat prefers to eat:	[U+F0FB]	(k) RUN WATER IN YOUR BATH. PLACE A BAKING TIN ISLAND IN THE CENTRE. MAROON YOUR CAT AND WATCH FOR REACTION.	[U+F0FB]
(i) Any slop.		(i) Cat stands passively.	
(ii) Its own food.		(ii) Cat steps through water to safety.	
(iii) Its own game.		(iii) Cat jumps to safety.	
(iv) Something it has stolen from the cupboard or refrigerator.		(iv) Cat will not allow itself to be marooned.	
(h) Put a record or CD on the stereo. Your cat:	[U+F0FB]	(l) PLACE YOUR CAT IN FRONT OF A MIRROR. IT:	[U+F0FB]
(i) Acts acutely deaf.		(i) Looks up, down - everywhere but at the mirror.	
(ii) Flattens its ears.		(ii) Shows interest in its reflection.	
(iii) Swishes its tail.		(iii) Scratches the reflection.	
<i>continued on next page</i>			

(iv) Moves in rhythm.		(iv) Looks behind the mirror for another cat.	
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Table 2.18

(m) WHEN YOU'RE PREPARING TO USE THE VACUUM CLEANER, YOUR CAT:	[U+F0FB]	(p) YOUR CAT USUALLY DOES THE FOLLOWING WHILE YOU'RE WATCHING TOM AND JERRY CARTOONS:	[U+F0FB]
(i) Is underfoot.		(i) Miaows at random.	
(ii) Is under stress.		(ii) Climbs on top of set for closer look.	
(iii) Is under the bed.		(iii) Biffs the mouse.	
(iv) Convinces you to use a sweeper instead.		(iv) Switches to another channel.	
(n) WHEN CONFRONTED WITH A CAT OF THE OPPOSITE SEX, YOUR (UNALTERED) CAT:	[U+F0FB]	(q) PLACE SOME TITBITS UNDER A PAPER CUP AND PUT DOWN TWO MORE EMPTY CUPS. TRY TO GET YOUR CAT'S ATTENTION AS YOU SCRAMBLE THE CUPS. YOUR CAT:	[U+F0FB]
(i) Looks the other way.		(i) Ignores this little game.	
(ii) Sniffs and investigates.		(ii) Knocks over the wrong cup.	
(iii) Moans and yowls.		(iii) Knocks over the right cup.	
(iv) Attempts to mate. NB If your cat is neutered/spayed, you may like to reverse the scoring.		(iv) Makes you feel guilty and foolish for wasting its food.	
<i>continued on next page</i>			

(o) BARK LOUDLY AND BARE YOUR TEETH. YOUR CAT:	[U+F0FB]		
(i) Scrambles frantically to the top of the nearest chair.			
(ii) Fluffs up to look larger.			
(iii) Looks questioningly at you.			
(iv) Yawns.			

Table 2.19

Now total up your cat's points and refer to the scoring and rating scale on the following page.

SCORING:

Award your pet ...

... one point for each (1) answer,

... 4 points for each (2),

... 7 points for each (3) and

... 10 points for each (4).

(a)		(b)		(c)		(d)		(e)	
(f)		(g)		(h)		(i)		(j)	
(k)		(l)		(m)		(n)		(o)	
(p)		(q)		(r)		(s)		(t)	

Table 2.20

RATING SCALE: 17 - 38 = severely retarded

39 - 59 = moderately retarded

60 - 81 = below average

82 - 104 = average

105 - 126 = average/bright

127 - 149 = intelligent

150 - 170 = genius

2.3.5 Assessment

Learning Outcomes(LOs)
<i>continued on next page</i>

LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 listens for specific information:
1.3.2 uses information to complete a table or chart, or label a diagram.
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 revises the grammar learned in the earlier grades.

Table 2.21

2.3.6 Memorandum

Silent reading

- (i) Devon Rex
- (ii) Siamese
- (iii) Persian
- (iv) Abyssinian

Feline Figurative Language

- (i) to let the cat out of the bag
- (ii) to fight like cat and dog / cat and dog existence
- (iii) like a cat on a hot tin roof (jumpy and anxious)
- (iv) to see which way the cap jumps
- (v) raining cats and dogs
- (vi) a cat burglar
- (vii) a catcall
- (viii)
- (ix) copycat
- (x) fat cat
- (xi) the cat who stole the cream
- (xii) a cat-nap
- (xiii) can't swing a cat
- (xiv) someone is referred to as 'cattish'
- (xv) with cat feet / cat-foot

2.4 Pronouns⁴

2.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.4.2 Grade 7

2.4.3 Module 6

2.4.4 PRONOUNS

1. Read the passage and answer the questions that follow.

THE WHEEL

We all know the story of Beauty and the Beast. In this story we learn of Maurice, Beauty's father who was an inventor and how he invented a machine to chop wood. The people of the town thought he was crazy. Why is it that all inventors seem to be crazy in the eyes of the people around them? I think the reason for this is that these people are way ahead of their time. These people think of making the impossible possible.

One of man's greatest inventions is a piece of wood shaped like a circle. Yes, the wheel. Who invented the wheel? History has it that the wheel may have been invented by the Sumerians, the same people who gave us the first written language? All we know is that it existed in ancient Mesopotamia and that without it we would not have the machines we have today. Through the ages the wheel was improved. Leonardo da Vinci, the Italian painter and inventor who lived about 500 years ago, improved the wheel further by making it lighter and stronger than before. Although the wheel in itself is not a machine, it becomes one when you combine it with an axle or another wheel. During the 19th century new wheels came into use and caused the big Industrial Revolution. We saw the invention of the steam engine. Today we cannot imagine our world without a wheel.

The wheel is used in basically every machine we can think of — in mother's washing machine, inside a modern jet airplane and even in the gyroscope, which plays an important role in guiding space flight.

Research: Wonderful World of Knowledge

- (a) Answer the following questions in full sentences:
 - (i) How did Maurice spend his extra time?
 - (ii) Did the people of his town accept Maurice? Say why.
 - (iii) Why are inventors different to the people around them?
 - (iv) What is regarded as one of the greatest inventions?
 - (v) When was the wheel invented?
 - (vi) When was the steam engine invented and what was the result of the invention?
 - (vii) Describe what the world would be like without the wheel.
 - (viii) Give the opposite of the following:

Possible:

Ancient:

Crazy:

- (ix) What is a gyroscope?
- (iix) Give a few examples where you know the wheel is irreplaceable.

LO 3.1.4	
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Table 2.22

Using the extract and your imagination, sketch what you think the first wheel looked like.

1. Cloze Procedure

⁴This content is available online at <<http://cnx.org/content/m23278/1.1/>>.

2.4.4.1 Harvey the household robot

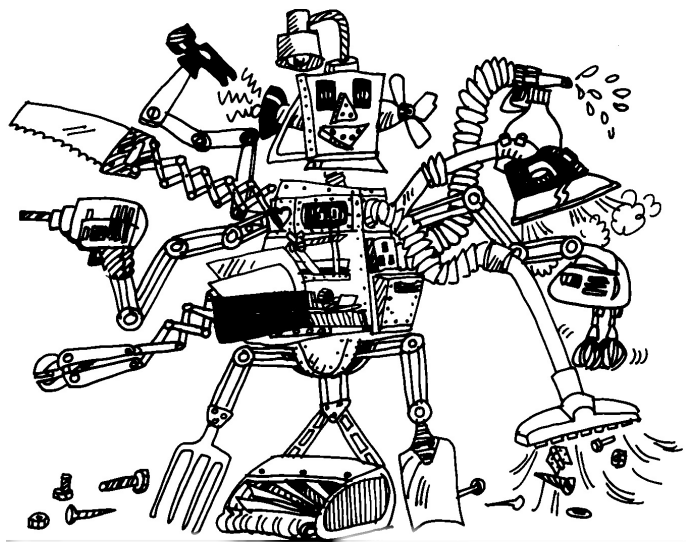


Figure 2.6

(a) Look at the picture very carefully. Fill in the missing words. They are listed below.

Harvey cannot go into the house because his (i) _____ tear up the carpets. He has to stay in the (ii) _____. Harvey doesn't like this because he gets (iii) _____ having no one to talk to. Besides, it's (iv) _____ in the garage and this makes Harvey rusty. Harvey (v) _____ all the letters but he cannot (vi) _____.

_____ Harvey can do (vii) _____ things at once. He can work in the (viii) _____ because of the light on his head.

His owner is thinking of taking the garden fork and lawn mower from Harvey's (ix) _____. He wants Harvey to be able to work (x) _____ the house. Harvey tried to mix a cake once, but he used his wrong arm and the cake mix ended up inside the. (xi) _____. Last week something went wrong with Harvey's controls. He went round drilling (xii) _____ in everything. The furniture looked as if it had woodworm.

arms, many, lonely, damp, feet, safely, lick, dark, garage, posts, holes.

LO 3.7.5	
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Table 2.23

1. Pronouns



Figure 2.7

“Do you know where Harvey is?”



Figure 2.8

“The last time I saw Harvey, Harvey was in Haevey’s room.”

Which word has been repeated many times?

How would you have answered Mother’s question?

The words **him**, **he** and **his** are used in the place of nouns. They are called **PRONOUNS**.

(a) **See if you can complete the following exercise by filling in suitable pronouns listed below.**

(i)1. Harvey liked to work in _____ garden.

(i) He baked a cake for Father, but he wanted to eat it _____.

(ii) Harvey kept _____ busy by drilling holes.

(iii) Mother found _____ broom in Harvey’s room.

(iv) When we went on _____ holidays, we took Harvey with us.

(v) Harvey got _____ all confused when someone played with _____ controls.

(vi) Harvey told us to make _____ at home in the kitchen.

(vii) I watch TV by _____ and not with Harvey.

(viii) Harvey gave Paul and Susan _____ ball back.

(ix) Harvey is _____ he belongs to me.

himself, her, mine, ourselves, our, their, myself, his.

LO 4.7.1

Table 2.24

- (a) **You have to invent a domestic robot like Harvey for your mother.** Ask your mother what household chores she would like a domestic robot to do for her. Make a note of all the chores and then describe your invention in the space provided.

LO 4.1.2

Table 2.25

- (a) One morning before school you programmed your household robot incorrectly by mistake. Describe the shambles that met you when you opened your front door that afternoon.

LO 4.4.1

Table 2.26

2.4.5 Assessering

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 understands and appreciates stories, including those told by other learners:
1.1.1 responds personally and critically, asks and answers questions.
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
<i>continued on next page</i>

We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and make suggestions (e.g. 'I think you should ...'), etc.;
2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).;
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
2.4.3 interrupts politely (e.g. 'Excuse me ...');
2.4.4 expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');
2.4.5 expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...').
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes one or two paragraphs describing a process (e.g. how to change a car tyre);
4.4 writes creatively:
4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).
4.7 uses developing knowledge of language structure and use:
4.7.1 makes text cohesive (e.g. by using pronouns).

Table 2.27

2.4.6 Memorandum

Comprehension

- (a)
 - (i) inventing
 - (ii) No, they thought he was crazy / because he was ahead of his time.
 - (iii) They are ahead of their time.
 - (iv) The wheel
 - (v) At the same time as written language was invented.
 - (vi) The Industrial Revolution
 - (vii) Open memo
 - (viii) Impossible; modern; sane
 - (ix) Invention used in guiding space flight.
 - (x) Open memo

Harvey, the household robot

Words in order: feet; garage; lonely; damp; posts; lick; many; dark; arms; safely in; there is no answer for this space, but from looking at the picture, one could surmise that the answer could be ‘vacuum cleaner’ or ‘lawnmower’; holes

Pronouns

(a)

(i) his

(ii) himself

(iii) himself

(iv) her

(v) our

(vi) himself; his

(vii) ourselves

(viii) myself

(ix) their

- mine

2.5 Creative writing⁵

2.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.5.2 Grade 7

2.5.3 Module 7

2.5.4 CREATIVE WRITING

1. Group Oral Discussion

Machines have been invented to make our lives easier. However, if we do not follow instructions, we can cause more problems for ourselves.

Divide the class into five groups and, in your groups, read the passage. Each group gets four questions to discuss. Each group gets an opportunity to stand before the class. They pose their specific questions to the rest of the class and control the feedback.

LO 5.2.1		LO 2.4.2		LO 2.4.3		LO 2.4.5	
----------	--	----------	--	----------	--	----------	--

Table 2.28

(Peter and Sally were staying at home while their mother was in hospital. Daddy was at work during the day and they spent their time at school.)

2.5.4.1 THE LAUNDRY

After school on the third day since their mother has been away there seemed to be a little laundry crisis. Sally, the elder of the two, insisted on wearing clean clothes every day as her mother had taught her. Mom was not there to do the washing. When they opened their cupboards their favourite clothes were not there. They then realised that since Mom has been away, nobody did the washing. They also knew that Dad would need a clean shirt for Monday. Fortunately it was Friday and they decided that they would talk to Dad and

⁵This content is available online at <<http://cnx.org/content/m23280/1.1/>>.

tell him that they would do the washing. After they spoke to their father, they decided to do the washing the next day. There was no school on Saturday and they could therefore join hands and do the washing as well as cleaning the house.

On Saturday they divided the work amongst themselves and each one had a job to do. Sally's job was to do the laundry. She had been watching her mother doing the washing and said she knew how to do it. She took the loads of washing and divided them into different groups: white clothes, mixed, and the dark clothes. She then took the washing powder and added it to the machine. She also added the fabric softener. She then went away to do something else. When she came back, there was a bigger crisis than the one on Friday. There was soap all over the place. She called her dad to come and have a look. Something was wrong with the machine. Her father then asked her which washing powder she used. She indicated which one and her father then showed her that the powder that she used was for washing by hand. They then went and added the correct washing powder. Sally was glad that her father could help.

(a) Answer the following questions:

- (i) On what day of the week did the children decide that their laundry was becoming a problem?
- (ii) What was the cause of so much dirty laundry?
- (iii) Why could they not do the laundry every day?
- (iv) Who, did they decide, would they discuss their problem with?
- (v) Did their father also have a problem with his laundry?
- (vi) Why did they decide that Saturday would be a good day to do the laundry?
- (vii) Were they only to do the laundry?
- (viii) Whose job was it to do the laundry?
- (ix) Why did Sally divide the clothes into different groups?
- (x) What did Sally do wrong when she did the laundry?
- (xi) Suggest other words which might have been used in the passage instead of the following:

crisis:

washing:

join hands:

soap:

glad:

LO 5.2.1	
----------	--

Table 2.29

1. Laundry Limerick
2. Read the following limerick:

Well Mr Bell

What is it that you sell?

Is it sugar or spice

Is it something sweet and nice?

O No! it is a mean machine.

E. Cronjé

Remember that a limerick has five **lines** and the rhyme scheme is **aa bb a**. Does the example meet the requirements of the rhyme scheme?

Try to create a new, suitable fifth line for the limerick

- (a) Write your own limerick in which any machine of your choice features.

LO 4.4.1	
----------	--

Table 2.30

1. Reading and creative writing
2. **Read the following extracts from *Car Magazine* :**

2.5.4.2 THE CAR

One of the greatest inventions of the late 19th century and the early 20th century is definitely the car. In November 1885 the first test drivers of a petrol-engined vehicle took to the streets of Stuttgart. The two inventors who made this possible were Gottfried Daimler and Wilhelm Maybach. In the 1880's Karl Benz moved from two-stroke to four-stroke design and publicly launched his three-wheeled motorcar on July 3, 1886.

If we see the name Stuttgart and Benz we think of one of the most favourite cars of all times. But how did the Mercedes Benz get his name?

In 1900 Wilhelm Maybach took over the company after Daimler's death. Shortly after this he received an order for a new car. The order was placed by a Czech diplomat by the name of Emile Jellinek, but there were two conditions. The one was that the prototype should be delivered before the end of 1900 and the other that the model should be named after his daughter Mercedes. Maybach agreed and I'm sure he did not know then how successful he would be. He soon became the owner of the biggest car company and it was not long before he and the other big car company Benz amalgamated under the name Benz AG — and Mercedes Benz was established.

LO 3.4.1	
----------	--

Table 2.31

- Design your own car and give it a name:

LO 5.3.3	
----------	--

Table 2.32

- (c)1. Describe in your own words how you would feel if you were Mercedes Jellinek and you knew that the car “Mercedes Benz” was a great success.

LO 4.4.1	
----------	--

Table 2.33

1. Using our bodies for fun!

Get into groups of five. Work together to “make” a machine of which each person is a separate part. Get one part moving with a sound, and then add the next part until the machine is made. Try starting and stopping it. (Built-in control: when the drum or clap sounds, the power is switched off at the mains.)

Each group must demonstrate its machine. Others comment on rhythms, sounds, and movement patterns. Guess what each machine is doing.

LO 2.2.2	
----------	--

Table 2.34

2.5.5 Assessment

LO 2
SPEAKING The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and make suggestions (e.g. 'I think you should ...'), etc.;
2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).;
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
2.4.3 interrupts politely (e.g. 'Excuse me ...');
2.4.4 expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');
2.4.5 expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...').
LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes one or two paragraphs describing a process (e.g. how to change a car tyre);
4.4 writes creatively:
4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).
4.7 uses developing knowledge of language structure and use:
4.7.1 makes text cohesive (e.g. by using pronouns).
<i>continued on next page</i>

LO 5
THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions (e.g. ‘What would happen if ...?’);
5.2.2 defines and classifies.
5.3 collects and records information in different ways:

Table 2.35

2.5.6 Memorandum

The Laundry

- (a)
 - (i) Friday
 - (ii) Mom was in hospital and Dad worked during the day. No-one had been doing the washing. They wore clean clothes every day as Mom had taught them.
 - (iii) Dad worked and they were at school.
 - (iv) Dad
 - (v) He needed a clean shirt for Monday.
 - (vi) They could all work together and clean the house as well.
 - (vii) No
 - (vii) Sally
 - (ix) So that the colours would not mix or run.
 - (x) She used the soap for hand-washing and not the soap used for machine-washing.
 - (xi) There can be more answers than the ones listed here: catastrophe; laundry; co- operate; washing power; happy

2.6 Listening exercise⁶

2.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.6.2 Grade 7

2.6.3 Module 8

2.6.4 LISTENING EXERCISE

1. Listening exercise

Listen to the extract read by your teacher. Then answer the multiple choice questions by underlining the correct answer.

(a) The message on the Christmas card was

(i) only a Christmas message

⁶This content is available online at <<http://cnx.org/content/m23281/1.1/>>.

- (ii) a message of hope
- (iii) telling the date the car will run
- (iv) Mr Derek Waeland is

- (i) the manufacturing director
- (ii) the marketing manager
- (iii) the company director
- (iv) The price of the McLaren F1 in June 1994 was

- (i) 250 000 pounds
- (ii) 520 000 dollars
- (iii) 540 000 pounds

- (a) Mr Derek Waeland said their customers are

- (i) very special people
- (ii) very rich people
- (iii) people who will pay for style
- (iv) The McLaren F1 differs from other cars because

- (i) it has a left hand steering
- (ii) it has only two doors
- (iii) it has a central driving position
- (iv) The McLaren F1 has

- (i) no space for luggage
- (ii) space behind the driver for luggage
- (iii) space on the sides behind the passengers for luggage

- a) A large luxury saloon car is built in

- (i) two weeks
- (ii) three-and-a-half months
- (iii) little more than a day
- (iv) The McLaren F1 is the finest:

- (i) Formula 1 car
- (ii) public road car
- (iii) Formula 2 car
- (iv) The McLaren F1 will rival the launch of

- (i) the Ford and the Jaguar E-type
- (ii) the Chevy and the Jaguar E-type
- (iii) the Mini and the Jaguar E-type

- a) The McLaren F1 is the

- (i) second fastest car in the world
- (ii) the fastest production road car in the world
- (iii) the fastest car in the world

Total: [10]

LO 1.1.1	
----------	--

Table 2.36

1. How creative are you?

This activity can be correlated with art. If you do not want to build your own machine, you can design it on poster paper.

- (a) Are you an inventor?

Design and build your own machine or appliance from odds and ends. The garage at home is often a rich source of old spare parts, nuts, bolts, switches, wire and so on. If these are not available, cardboard boxes and tubes, plastic containers, batteries, light bulbs and other discarded items can be assembled to make an imaginative invention.

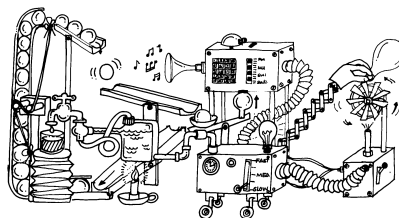


Figure 2.9

(CAUTION: Do not connect your machine to electric current)

- (i) Give your machine a purpose and a name.
- (ii) Demonstrate your machine to the class, explaining how it works.

LO 2.2.1	
----------	--

Table 2.37

1. Reading skills

Practise in searching for the main idea and the supporting details .

"All over the world machines are used to rescue people who are in danger."

This first sentence tells you what the unit is all about. The keywords in the sentence are *machines* and *rescue*. So the title for these pages could be **MACHINES USED FOR RESCUE**.

Each paragraph tells you about different machines and the work they do. Find a heading for each paragraph and make a list of the important details. The first paragraph is done for you.

- (a) The wail of an ambulance siren can often be heard in the streets of large towns. The ambulance on its way to an accident carries oxygen masks and cylinders. It also carries equipment known as a sucker unit that can pump food and liquid from the stomach.

Heading: Ambulances

Detail: Machinery which is part of the equipment of an ambulance:

- siren
- oxygen masks and cylinders
- sucker unit
- A 999 call often brings out the Fire Brigade. Fire engines carry the very largest appliances. A powerful pump forces the water through the hoses. The power-operated ladders rescue people from high buildings. The acetylene cutting gear is used to release people who are trapped in crashed cars.

Heading:

Details:

- (a) Mining underground is always dangerous. Every mine has workers specially trained for rescue work.

A rescue worker does not breathe the mine air, which may be poisonous. Instead he uses a cylinder of oxygen strapped to his back and a mask that covers his face. He also has an electric light fixed to his protective headgear and a Davy lamp that warns him when he reaches poisonous air in the mine.

Heading:

Details:

- (c)1. Sea rescue boats are stationed along all the busy coasts of the world. The boats and their crews are ready at any time of the day or night to go to the rescue of ships in trouble at sea. Sea rescue boats carry many safety devices such as searchlights, signalling lamps, radar, radiotelephone and a line-throwing pistol that can shoot a line from the sea rescue boats to a boat in distress.

Heading:

Details:

Helicopters are often used to "rescue" crops. Insects can damage crops, and on very large farms, helicopters carrying special spraying equipment are used to get rid of them. The helicopters fly over the fields and spray pesticide on the insect pests eating the crops below.

Heading:

Details:

LO 3.1.1		LO 3.1.4	
----------	--	----------	--

Table 2.38



Figure 2.10

Oral exercise

2.6.5

2.6.5.1 Sales talk

In pairs, conduct a conversation between a reluctant buyer and a persuasive salesman. The buyer is eventually convinced that he cannot live without the product being sold.

LO 2.2.2	
----------	--

Table 2.39

1. Incredible invention

Using your imagination, describe how the machine below operates and what its function is. You are free to interpret and label the sketch in any way you wish.

LO 4.1.2

1. Spelling

LO 6.8

Table 2.41

2.6.6 Assessment

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 understands and appreciates stories, including those told by other learners:
1.1.1 responds personally and critically, asks and answers questions.
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and make suggestions (e.g. 'I think you should ...'), etc.;
2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).;
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
2.4.3 interrupts politely (e.g. 'Excuse me ...');
2.4.4 expresses opinions and supports them with reasons (e.g.' I'd just like to say that ... because ...');
2.4.5 expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...').
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
<i>continued on next page</i>

We know this when the learner:
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes one or two paragraphs describing a process (e.g. how to change a car tyre);
4.4 writes creatively:
4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).
4.7 uses developing knowledge of language structure and use:
4.7.1 makes text cohesive (e.g. by using pronouns).
LO 5
THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions (e.g. 'What would happen if ...?');
5.2.2 defines and classifies.
5.3 collects and records information in different ways:
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.8 expands vocabulary.

Table 2.42

2.6.7 Memorandum

Listening skill

- (a) iii
- (b) I
- (c) iii
- (d) I
- (e) iii
- (f) iii
- (g) iii
- (h) ii
- (i) iii
- (j) ii

Reading

- (b) Heading: The Fire Brigade

Detail: Equipment / Appliances and uses thereof

- (i) pump (to force water)
- (ii) ladders (for rescuing people high up)
- (iii) acetylene cutting gear (to release trapped people)
- (c) Heading: Underground rescue workers / Mine rescuers

Detail: Equipment used by underground rescuers

- (i) oxygen cylinder
- (ii) mask
- (iii) electric light on head gear
- (iv) Davy Lamp
- (d) Heading: Sea Rescue boats

Detail: Equipment

- (i) Safety devises
- (ii) Communication devices
- (iii) Line-throwing pistol
- (e) Heading: Helicopters as useful aircraft / machines

Detail: how they can be used

- (i) During rescue operations
- (ii) To lift heavy objects
- (iii) For crop-spraying

(Please note that there could be more than one type of answer per section for the abovementioned reading task. Thus, the answers given above must not be understood as the only answers, but as ‘possible’ answers.)

2.7 Debating in class⁷

2.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.7.2 Grade 7

2.7.3 Module 9

2.7.4 DEBATING IN CLASS

1. Class Debate

Ask you teacher to help you organise a class debate, in which you discuss the negative and positive aspects of machines. Prepare it in writing in space provided.

One group must speak in favour of a machine-orientated lifestyle, motivating their statements.

The other group must motivate their views on the disadvantages of being ruled by machines.

LO 2.4.4	
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Table 2.43

⁷This content is available online at <<http://cnx.org/content/m23282/1.1/>>.

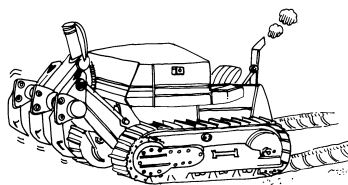


Figure 2.12

2. Computers – complicated or not?

Do you have access to a computer?

Have you ever wondered how a computer works?

In pairs, read the following description and try to visualise what is being explained.

Electronic brains. How do computers work?

In many ways the workings of a computer can be compared to some of the functions of the human brain. A computer cannot **think** for itself, but it has a remarkable memory, it can organise and process information and it can solve problems.

What happens when **you** have a problem to solve? Let's imagine that you are looking for a telephone number. As you look through the directory, your eyes will send messages along the nerves to your brain, which will find the right page and identify the person you want from an alphabetical list of thousands of names. When you have found the number, your brain will send the message along other nerves to your fingers or your voice, depending on whether you want to dial or write the number, or tell it to somebody else. This process can be illustrated in this way.

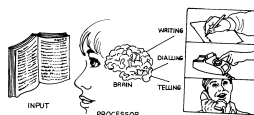


Figure 2.13

A computer solves problems in much the same way. First of all, information is fed into the computer by an input device, such as a **keyboard**, a **punched card** or a **light pen**. These transmit the information to the computer's 'brain', the **central processing unit** (CPU) along electrical circuits known as **buses**. These are like the nerves in our bodies. The CPU consists of three parts; the information store, or **main memory**; the **arithmetic unit**, which does all the calculations; and the **control**, which directs and organises the flow of information inside the computer, rather like traffic along different roads. Once the computer has solved the problem, the information is fed out through output devices, such as a **monitor screen**, or a **print-out** or a **punched-tape machine**.

This diagram illustrates the process.

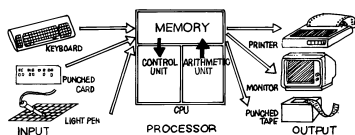


Figure 2.14

The miracle chip

The first computers were large because they contained numerous electronic components, and metres and metres of wiring. Today we have microcomputers that have been made possible by the invention of the **silicon chip** - the “brain cell” of the microcomputer. A silicon chip is a razor thin crystal, so small that several will fit on the head of a match. If you were to examine a silicon chip under a powerful microscope, you would find that it has thousands of electrical circuits printed on its surface. Nowadays, one minute (small) chip can do the work of one of the earlier computers, which had to be so large that it would have filled a big cupboard. If cars had reduced in size at the same rate as computers, we should now be able to fit several large limousines on the head of a pin!

As well as being very small, chips are also very strong, require very little electrical power and have no movable parts that can wear out or go wrong. As they are produced in great quantities, they are also inexpensive. The silicon chip created the Computer Revolution, and has put microcomputers at reasonable prices within reach of many people. Microcomputers have revolutionised shops, offices and industry and made exploration of space possible. Indeed, it was the need to make computers smaller and lighter to fit into spacecraft, which gave birth to the ‘miracle’ chip.

We must not make the mistake of thinking that computers are intelligent. They are merely very efficient machines, which can do only what we tell them to do. They are incapable of original thought but seldom make mistakes, unless they are given incorrect information by the people who use them. In fact, when we talk of ‘computer error’ we really mean ‘human’ error.

(a) Discuss the following questions in pairs and complete the answers.

True or false? Are the following statements True (T), Possibly True (PT) or False (F)? Give reasons for your answers.

- (i) Before the invention of the silicon chip, computers were kept in large cupboards.
- (ii) It is a good thing that cars have not reduced in size at the same rate as computers.
- (iii) Silicon chips are mass-produced.
- (iv) After the invention of the chip, the Americans and Russians decided to build spacecraft.
- (v) A computer is better than the human brain.
- (vi) The electrical circuits inside a computer are called buses because they transport information.
- (vii) Computers never make mistakes.
- (viii) Computers are not intelligent because they cannot think for themselves.

LO 5.2.2	
----------	--

Table 2.44

To the Teacher:

2.7.4.1 MEAN MACHINE

The message on the Christmas card was simple: "The first McLaren F1 will run on 23 December." Bang on schedule, there was a new star in the firmament - XP1 Experimental prototype.

Most people believe it is the car's style, speed, design and technology which makes it the world's most exotic sports car, but Derek Waeland, manufacturing director at McLaren Cars and the man responsible for building the F1 right, begs to differ. The car's stunning shape and enormous road ability attract potential buyers in the first place, he says, but it is engineering excellence, quality finish and fanatical attention to detail which finally convince them that a McLaren F1 is worth their very large investment. A very large investment it is, as its price was 540 000 pounds in June 1994. "Our owners are very special people," Waeland says. "They're successful, they're smart they know cars and there's no pulling wool over their eyes. They know quality when they see it, and they know you can't just bolt it on.

Unlike any other production road car the F1 has a central driving position. You sit far forward in the car with a passenger seat on either side and some distance behind. Luggage is carried in two carpeted compartments on either side of the car, behind the passenger seats.

Each F1 takes three-and-a-half months to build: large luxury saloons can be mass-produced in little more than a day. Thanks to its carbon fibre construction, it possesses a sense of indomitable strength and McLaren has also paid much attention to the all-important details such as the way the doors close, the stitching of the leather, the exorcism of all rough edges. The McLaren F1 is the finest driving machine yet built for the public road, indeed a mean machine.

Everyone who road tested this car is also convinced that the F1 will be remembered as one of the great events in the history of the car, one to rival the launch of the Mini What we are looking at here is very possible, beyond 370 km/h, the fastest production road car the world will ever see. It is a walking, talking piece of history.

2.7.5 Assessment

LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and make suggestions (e.g. 'I think you should ...'), etc.;
2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).;
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
2.4.3 interrupts politely (e.g. 'Excuse me ...');
<i>continued on next page</i>

2.4.4 expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');
2.4.5 expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...').
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions (e.g. 'What would happen if ...?');
5.2.2 defines and classifies.
5.3 collects and records information in different ways:

Table 2.45

2.7.6 Memorandum

The Miracle Chip

- (i) PT
- (ii) T
- (iii) T
- (iv) F
- (v) F
- (vi) PT / F
- (vii) T (Humans do)
- (viii) T

Chapter 3

Term 3

3.1 Listening for specific information¹

3.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.1.2 Grade 7

3.1.3 Module 10

3.1.4 LISTENING FOR SPECIFIC INFORMATION

The educator will read the passage below loudly. Listen very carefully while it is being read and then carry on with the instructions that follow.

“He’s so cool, man!”

He has been called one of the most eligible bachelors in South Africa, but he has also been slated as being a yuppie whose wealth has gone to his head. It doesn’t matter what your point of view is: Mark Shuttleworth is cool, man.

And what makes him extra cool? The fact that he is just like any one of us, and yet he has managed to realize a seemingly impossible dream.

Mark Shuttleworth was born in the Free State mining town of Welkom. He is the eldest of Rick and Ronelle Shuttleworth’s three sons. He is a self-confessed nerd (but girls, you will agree, quite a dishy one) who led an ordinary life as a schoolboy, and like many of us, enjoyed playing computer games on the family computer.

As head boy of Bishops in Cape Town, he showed outstanding leadership qualities and exceptional intellectual capacity. At school he excelled in mathematics and science and in his matric year he won a silver medal in the national maths Olympiad. He achieved six A’s in his final matric exam.

Despite these achievements, Mark was just an everyday young man who went on to study commerce at the University of Cape Town. This is where he discovered the wonders of the internet. He says that his career started “accidentally”. He had never really thought of following a career in the world of computers. Yet, in his final year at university, he established an internet consultancy named Thawte Consulting. His “office” was in the garage.

So there he was, a “nerd”, working as an internet consultant from the garage of his family home in suburban Durbanville. Who would ever have thought that soon he was to realize an amazing dream and in so doing, become one of the most famous people in South Africa?

Soon he began to concentrate on internet safety for companies who wanted to do e-trading. In a very short time it had become the largest company to offer “digital certificates” to certify the safety and confidentiality of a website.

¹This content is available online at <<http://cnx.org/content/m23283/1.1/>>.

The American giant VeriSign bought Thawte Consulting in 2000 for \$575 million (about R4 600 million at that time). Mark immediately gave each of his 40 employees, even the gardener, R1 million for his/her contribution to his success.

Now if that isn't cool, what is?

Activity 1

1. Answer the following questions. All the answers should be in full sentences, except the last one where you can just write down one word.
2. What is an **eligible bachelor**?
3. What is a **yuppie**?
4. Do you know where the word **yuppie** comes from? If you do, write down the answer and explain in your own words what it means. If you don't know, find out and explain the words.
5. What does it mean if one says that someone's wealth (or fame) **goes to his/her head**?
6. The following three words are actually slang expressions. How would you explain their meaning to someone who doesn't know what they mean?

- nerd
- cool
- dishy
- Write down five other slang words that you and your friends use regularly, and give their meaning in Standard ("normal") English.
- What is e-trading?
- What do you think of the name *Thawte Consultancy*? Can you guess what the word-play is that is probably involved?
- Mention one adjective that comes to your mind to describe Mark Shuttleworth when you read the last paragraph. Fill in the word:

He is _____

OR

He is a(n) _____ person.

LO 1.3	
LO 5.2	
LO 6.8	

Table 3.1

Activity 2

Your educator will read out a passage for you to write down from the above text, as dictation. Exchange passages with one of your classmates and check whether it has been written correctly. If you have made any mistakes, check the words carefully so that you will know how to write them in future.

LO 4.6	
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Table 3.2

On 25 April 2002 Mark Shuttleworth became the first South African – in fact, the first African – in space and in so doing realized his dream. President Thabo Mbeki had this to say about Mark's great venture:

By realizing his childhood dream, he showed us the possibility of achieving the impossible.

He is the embodiment of the optimism and trust
of a nation for whom not even the stars are the limit.

(Freely translated from *Rapport*, 28 April 2002.)

In South Africa, Freedom Day (27 April 2002) was celebrated with a “space conversation”. In his first conversation from space, Mark Shuttleworth spoke directly from the international space station with President Mbeki, who was attending Freedom Day celebrations in Bloemfontein.

Source: *Die Burger*, 27 April 2002.

“I hope you will all be looking up at the African sky and smiling when we come flying overhead,” were Mark’s words as he spoke to the president during a video link-up between the International Space Station and the Free State rugby stadium. He went on: “I had moments of terror; moments of sheer upliftment and exhilaration. I have truly never seen anything as beautiful as the Earth from space and I can’t imagine anything that could surpass that.”

Shuttleworth was wearing a Bafana Bafana jersey as he spoke. “I was able to see a magnificent sunset and sunrise over central Africa over the last day.” He jokingly said that he would have worn a Springbok rugby jersey if he had known that the president would be speaking to him from a rugby stadium.

A proud President Mbeki said that the whole continent “will be proud that at last we have one of our own people, from Africa, up in space, taking part in cutting-edge developments with regard to science and technology”.

This was a moment of great patriotism, but also of pride in being an African. Small wonder that it did not take the media long to coin the phrase: “Shuttleworth - the first Afronaut”.

Another interesting word that was coined, was printed in the Burger of 2 May 2002. The headlines of a report about Shuttleworth’s intention of bringing a replica of the spacecraft back to South Africa with him, read: “Boeranof bring eie Sojoes terug.” Don’t you think it is quite clever?

Source: *Rapport*, 28 April 2002

Activity 3

Although we do not communicate by means of such sophisticated technology as that which was used on board the space station, we can also “link up” with our friends through the telephone and if we’re fortunate enough, through e-mail.

Role-play the following situations with one of your classmates:

- Make a telephone call to your friend to ask him/her to explain how to get to a certain shopping mall. He/she must explain clearly, so that you can write down the directions. Unfortunately the line is rather bad, so he/she will have to repeat some of the directions.
- You are in a restaurant with friends. Your friend phones you on your cellular phone. Bearing in mind the principles of telephone etiquette, act out what you would do in such circumstances. Have a conversation with your friend that lasts for about one minute.
- Make a phone call to your father’s office. He is not available, so you have to leave a message with his secretary to ask whether he can fetch your bicycle from the repair shop.

What is the term is that is used for **newly-created words**?

1. What does “to coin a word/phrase/expression” mean?
2. See how many such “new” words you can write down. To find them, read the newspapers, magazines and listen to the radio or even to your friends as they speak. Television programmes could also be useful.

LO 3.1		LO 3.4		LO 3.6	
LO 3.8		LO 6.8			

Table 3.3

3.1.5 Assessment

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 listens for specific information;
1.4 listens actively in a discussion.
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 translates;
2.2 interacts in additional language.
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction);
3.2 understands in a simple way some elements of poetry (e.g. simile, rhyme, alteration, personification), and understands some of the terms used to describe these elements (e.g. personification);
3.4 reads for information;
3.6 uses reading strategies;
3.8 shows some understanding of how reference books work.
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>continued on next page</i>

We know this when the learner:
4.5 designs media texts;
4.6 treats writing as a process;
4.7 uses developing knowledge of language structure and use.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum;
5.2 uses language for thinking;
5.3 collects and records information in different ways.
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.1 revises the grammar learned in the earlier grades;
6.3 extends use of prepositions, determiners, adjectives and adverbs;
6.6 understands and uses the first conditional (e.g. ‘If the lens is dirty, the camera won’t work.’);
6.7 uses some language to talk about language (metalanguage – terms such as verb, noun, adverb, adjective);
6.8 explains vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).

Table 3.4

3.1.6 Memorandum

Activity 1

- (a) a young unmarried man who is considered to be a good “catch” in terms of marriage
- (b) a “young upwardly mobile professional person”, i.e. one who has a promising career and is making quite a lot of money
- (c) see b.
- (d) He / she has become arrogant or conceited about his / her success.
- (e) Nerd: a dull and bookish person; usually a male.
- (f) Cool: good, excellent. (Depending on context it could also mean mellow.)
- (g) Dishy: very handsome
- (h) Any five words of their own.
- (i) Electronic trading, i.e. buy and selling via the Internet
- (j) It sounds like “thought”, so the implication is that the intellect is involved.
- (k) Any suitable adjective

Activity 3

- 1.
- (a) Role-play
- (b) Conversation

(c) Message

2.

(a) Astronaut and cosmonaut both mean “space traveller”, but astronaut is American (eng.) and cosmonaut is used for Russian space travellers.

(b) Afronaut is a neologism meaning an astronaut or cosmonaut from Africa.

(c) As in b), but playfully suggesting the space traveller is a “Boer”.

3. neologism

4. own new words

3.2 Use language to express opinions and feelings²

3.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.2.2 Grade 7

3.2.3 Module 11

3.2.4 USE LANGUAGE TO EXPRESS OPINIONS AND FEELINGS

3.2.5 Activity 1

Read the passage and follow the instructions:

The Khayelitsha Connection

A number of youngsters from the Western Cape will remember Friday, 3 May 2002 for a long time. On that day, 200 learners from 20 schools had the opportunity of communicating with Shuttleworth via an amateur radio station set up by Mr Gerald Klatzko, president of the South African Amateur Satellite Organization.

The learners got together in the Soloman Mahlangu Recreation Hall in Khayelitsha for the occasion. The International Space Station was in a position above the Western Cape for about 10 minutes, which made it possible for contact to be established for the duration of one “footstep”. A footstep is a period of 12-14 minutes during which the ISS is above a specific point on earth. Ms Miranda Myburgh, the programme manager of the University of Stellenbosch MTN Sunstep Programme, arranged this memorable occasion which would give all the learners who participated, an opportunity to get in touch with a modern role model who was a “super-inspiration” to them.

The Sunstep programme focuses on familiarizing learners with technology, maths and science. A total of 58 000 learners throughout South Africa are part of the programme.

(Source: *Eikestadnuus*, 26 April 2002)

1. Imagine that you are one of the learners who had the opportunity of speaking to Mark Shuttleworth while he was orbiting the earth. Write down two questions you would ask him.
2. What is an **amateur**, and what is the difference between an amateur and a **professional**?
3. (a) An amateur is :
(b) A professional is:
4. What is the difference between “an inspiration” and “a **super**-inspiration”? Give two other words that contain the **prefix** “super” and talk about their meaning.
5. An inspiration is:
6. A super-inspiration is:
7. Two other words are _____ and _____ .

They mean _____ and _____ .

What is a “role model”? Do you have any role models? Get together with four or five of your classmates and talk about your role models. Give reasons why you have chosen them.

²This content is available online at <<http://cnx.org/content/m23284/1.1/>>.

- A role model is:
- My reasons for choosing them:

LO 2.2		LO 3.1		LO 3.4		LO 3.6	
LO 3.8		LO 6.7		LO 6.8			

Table 3.5

On Thursday 25 April, when the Soyuz TM-34 was launched, learners at Bishops – Shuttleworth’s old school – sat with bated breath as they waited for the final countdown. All eyes were on the screen as the engines roared. At the moment of lift-off a collective sigh of relief could be heard, followed by an enthusiastic roar from all the boys.

“I think he is terribly brave. ... I hope I will also be able to accomplish something like that one day,” said Jamie Stewart, a grade 8 learner.

Mark’s parents, his brothers, and some other family members were understandably anxious as they watched the launching. His father said that he could hardly bear it when he saw the flames under the rocket. His mother held her breath for so long that she must have set a new record. His brother Grant, an engineer and a singer in a rock band called Motion, had to fight back his tears. He and the rock group to which he belongs, had specially produced a song called “Dream” for the occasion. On the Wednesday just before the launching, when Mark received the CD with this song on it, he became quite emotional.

Here are some of the lyrics:

Dream

...

Through the silence I hear a voice I’ve heard before

It’s a voice that echoes my dream

I must listen, I know, and take careful note

For the message manifests clear

I know this voice

I know you know it too

It commands you to follow your dream

There’s no tension, no doubt

It’s written so clear

...

You’re a spaceman

Flying through the sky

On a silver bullet,

On the wings of my dreams

...

Do you have a dream?

Have you put it in motion?

...

You’re a spaceman

Flying through the sky

On a silver bullet

On the wings of my dreams

Put it in motion ...

- Courtesy of Motion

At 13:29 on Thursday, 25 April 2002, after having orbited the earth five times, and five hours after becoming the first South African in space, Mark said his first words from space: “Everything’s fine.”

3.2.6 Activity 2

1. Choose one of your classmates as a partner. Read the lyrics of *Dream* to him/her and try to explain in your own words what the song is about.
2. When a poet or lyricist writes a poem or a song, he/she sometimes does not quite stick to the rules of grammar. That is called “poetic licence”. Look at the following examples from the lyrics above:
 - (a) the message manifests clear
 - (b) It’s written so clear

How would these two examples be written correctly?

1. Use your dictionary to find the meaning of each of the following words. Write them in your personal dictionary and use each one in a sentence to show that you know how it should be used.
 - (a) Manifest (as a verb)
 - (b) Command (as a verb)
 - (c) Tension (noun)
 - (d) “Flying through the sky / on a silver bullet” is used metaphorically. A metaphor is a figure of speech in which a name or a descriptive term is transferred to something/somebody where it would not normally be applicable. It is a kind of “shortened comparison”. For example, instead of saying “He behaves like an animal!” (comparison or simile) one could say “He is a real animal!” (metaphor).
 - (a) Try to explain the metaphor “Flying through the sky / on a silver bullet” in your own words. (By the way, why is this sentence written with a / in it?)

Do you think it is an effective metaphor? Justify your answer.

LO 2.2		LO 3.2		LO 3.8		LO 6.1		LO 6.3	
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Table 3.6

Rituals

Before each launching at Baikonur, there are fixed rituals and traditions that have to be observed. Dr Wayne Derman, from the University of Cape Town’s Institute for Sport Science, was at Shuttleworth’s side in the days before the launching of the Souyus. His assignment was to prepare Shuttleworth medically for the flight, and he observed all these strange activities.

Before the launching of every manned Russian spacecraft, the crew watch a movie called Son of the White Desert. The reason for this is that the first Russian cosmonaut, Yuri Gagarin, watched it on the eve of his historic flight in 1961. Since then it has become traditional for every cosmonaut to do the same.

Other traditions that were observed by the crew of Mission TM-34 in Baikonur, Kazakstan, were the following:

- They had their hair cut a few days before the time.
- They were not allowed to watch the rocket being towed to the launching pad.
- Coins were placed on the railway tracks.
- Before breakfast each cosmonaut signed his name on the inside of his bedroom door. (Gidzenko’s name appears twice.)
- After breakfast a priest from the Greek Orthodox Church blessed each one.
- As they walked towards the bus that was waiting outside their sleeping quarters, an orchestra played lively marches.

- In the bus, each one always has a specific seat. The commander always sits in front, behind him the on-board technician, and the third crew member sits at the back. The doctors sit opposite them in the same order.
- The bus never travels faster than 35 km/h. The cosmonauts watch a video with highlights of their training.
- On arrival at the dressing-rooms, each one gets some private time.
- A second “breakfast” or “picnic” follows.
- They put on their space suits and hold a short news conference.
- They drink a toast. A bottle of cognac appears, everyone kneels on one knee and the Russian version of three hurrahs is given.
- The crew walk out in proper order and stand on the three painted squares on the concrete slab from where they give a salute.
- Ultimately they board the bus that takes them to the launching pad.

There are one or two other rituals that have not been mentioned here.

Finally they stand on the so-called “200 steps” that they will have to climb if the lift doesn’t work, and wave a final farewell.

When the traditions and rituals are all over, the pad is cleared and the time comes for the flight to begin. Abridged and translated from *Die Burger*, 30 April 2002.

3.2.7 Assessment

LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and make suggestions (e.g. ‘I think you should ...’), etc.;
2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).;
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. ‘What do you think?’, ‘Don’t you?’);
2.4.3 interrupts politely (e.g. ‘Excuse me ...’);
2.4.4 expresses opinions and supports them with reasons (e.g. ‘I’d just like to say that ... because ...’);
2.4.5 expresses agreement (e.g. ‘You’re right.’) and disagreement (e.g. ‘Yes, but ...’).
LO 3
<i>continued on next page</i>

READING AND VIEWING	The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
LO 6	
LANGUAGE STRUCTURE AND USE	The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:	
6.8 expands vocabulary.	

Table 3.7

3.2.8 Memorandum

Activity 1

1. Any two suitable questions.
2. An amateur participates in some activity for the enjoyment value, or for the love of it, while a professional gets paid for doing something (e.g. in sport).
3. An inspiration (in this context) would be someone who inspires one, while a “super-inspiration” would be able to inspire one tremendously – to a very high degree.
4. A role model is someone whom you would emulate. You would try to be like that person. Learners discuss their role models and explain why they admire them.

Activity 2

1. Learners read lyrics and paraphrase the song.
2.
 - (a) the message manifests clearly.
 - (b) It’s written so clearly (These are adverbs and must have the –ly ending.)
3.
 - (a) manifest: show, display, reveal
 - (b) command: instruct, order
 - (c) tension: anxiety, nervousness

These words must be used in sentences of their own to illustrate that learners understand how they are used.
4.
 - (c) The spacecraft is like a silver bullet in the sense that it is travelling at high velocity, and it is a metallic colour. Any other possible points of comparison to be considered.
 - (d) It is very effective, because it suggests power, streaming, aiming at a target (goal), and “something special” – a silver bullet is special, not everyday.

3.3 Use reference books³

3.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.3.2 Grade 7

3.3.3 Module12

3.3.4 USE REFERENCE BOOKS

Activity 1

³This content is available online at <<http://cnx.org/content/m23297/1.1/>>.

1. Form a group of about four or five and collect as much information about the preparations for the launching and also the actual launching as you can. Make posters for your classroom.
2. Find information about Yuri Gagarin and make posters about his historic flight for the classroom. Concentrate on the era in which it took place, namely in the time of the “Cold War” and the space race between the USSR and the USA.
3. Vocabulary.

Do the same kind of exercise as you did in activity 4, number 3. This time you must find at least 10 words and/or expressions from the text above.

LO 3.8		LO 4.6		LO 5.1	
LO 5.3		LO 6.8			

Table 3.8

For a better life

Since childhood Mark Shuttleworth had a dream to visit space. He was only a little boy when he would make and launch his own “rockets” in the yard of his Welcome home. In the end, he reached his dream and the rest, as they say, is history . . .

His father, Rick, recollects Mark’s ambitions as a child: “I have always known that Mark dearly wanted to visit space. He used to tell us so, even when he was still in primary school.”

- Read the following abridged version of a letter that appeared in the Letters to the Editor column of the *Cape Argus* on 26 April 2002:

Bigger things than space to worry about

As a loyal citizen of the human race, I feel an obligation to share with you some of the horrors of our society.

Over the past few months we have been bombarded with stories of a fellow South African who has been preparing himself for his first trip into space. Yes, I am talking about Mark Shuttleworth.

We have idolized this man as a pioneer of our society. This is shocking when we consider the state of affairs that our country, and more importantly, our beautiful Mother Earth is in.

This citizen of the human race is spending R220 million plus on his personal endeavour.

Yes, he has given back to society to try to improve the quality of life for some of his brothers and sisters. But my point is not so much what Mark has spent his money on.

My point is that we feel that Mark’s trip to space is worthy of making the front page.

We have far more pressing issues that need to be taken care of. Overpopulation, disease and pollution seem to be more important.

We constantly try to improve our realities by living our dreams through others – this is why Mark’s trip has made the front page.

Are we such a sad bunch that we cannot believe in our dreams enough to make them our own realities?

A new world is brewing inside each one of us, but we will only experience this when we as individuals take interest in our own lives and who we are!

- Your Brother, IrvObservatory

Activity 2

- Read the letter carefully so that you understand exactly what the writer means. Now write down three main ideas from the letter.
- Write your own letter to the editor of any English newspaper in which you give your point of view concerning this matter. Your educator will help you with the format, but you can use the following framework:

Dear Editor

.....

.....

.....

.....

Yours sincerely

(Your name)

(Your address)

(The date)

Figure 3.1

LO 3.1		LO 4.6		LO 4.7	
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Table 3.9

Activity 3

- The following advertisement for the University of Stellenbosch appeared in a special supplement to Die Burger on “The First South African in Space”. Read it carefully and look at the layout, typography and graphics, then follow the instructions below.



SUNSAT
Afrika se eerste satelliet

Sunspace (Edms) Bpk
Werksgeleenthede in ruimtetegnologie

SUNSAT2
Afrika-oplossings vir Afrika

Ons neem kennis die ruimte in

- Universiteit Stellenbosch skiet weer die ruimte in, dié keer met Mark Shuttleworth.
- Reeds in 1999 het Stellenbosch Afrika se toetrede tot die ruimte ingelui met die bou van dié vasteland se eerste satelliet, SUNSAT, wat deur NASA in die ruimte ingestuur is.
- Stellenbosch en die SA Amateur Radio Liga gaan dit moontlik maak vir Suid-Afrikaanse skoolkinders om regstreeks met Mark te praat terwyl hy om die aarde wentel.
- Mark sal vir die Universiteit se Departement Mikrobiologie die effek van ruimtetoestande op stamselle toets.
- Sunspace, 'n delegaatskapskappy van die Universiteit, brei die satelliet-tegnologie uit en skep werksgeleenthede in die pioniersveld van ruimtetegnologie.
- Nou werk die Universiteit aan SUNSAT2 wat Afrika-oplossings gaan bied vir Afrika se probleme.

S UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot • your knowledge partner

Figure 3.2

1. Translate the heading (one could also call it a slogan): “ONS NEEM KENNIS DIE RUIMTE IN” and at least two of the other sentences into English.
2. Discuss both the appearance (graphics and lay-out) and the copy (wording or text) with your classmates (in groups). Say as much as you can about the effectiveness of the advertisement (e.g. would it inspire you to become a student at the university?) and explain why it is (or isn’t) effective.
3. Comment on the logo of the University of Stellenbosch. Do you find it effective? Do you know why there is a leaf in it?
4. Form a group of 4 or 5 learners. Imagine that you are on the staff of an advertising agency and you have to design an advertisement for Sunrise College, a music school in Cape Town. Plan the advertisement, which is aimed at recruiting new students. You must think of the copy (which will be written by the copywriter), the layout, graphics and typography. Make a design, which you will have to submit to the prospective client (Sunrise College). Remember that you will make lots of money if the design is accepted, so it must be very good.
5. You have all probably seen the **Hip2b²** logo used by the Shuttleworth Foundation. In the supplement mentioned previously (the one in which the US advertisement appeared) this logo is printed in bold red type, with the following text below it:

A formula for success. Maths + Science lead to a future with infinite possibilities. Learn it. Let it multiply. Divide it. Just don’t ignore it.

Why has the + sign been used, and not the word “and”? What do you think of the use of the words “multiply” and “divide” in the copy?

1. There is some very clever word-play in the Hip2b² logo. The slang expressions “hip” and “square”, which are normally antonyms (words having opposite meanings) are used. Find out what these words mean.
2. “Hip” means _____
3. “Square” means _____
4. Why is it clever to call it “a *formula* for success”?

It is clever because _____

1. What is the meaning of “infinite”, and why is it a clever word to use in this context?

It means _____ and it is a good choice, because _____.

1. What is the aim of the Shuttleworth Foundation?

Its aim is to _____

LO 1.4		LO 2.1		LO 2.2	
LO 4.5		LO 5.2		LO 6.8	

Table 3.10

Although the Shuttleworth experience gripped the imagination of practically the whole South African nation, there were people who felt that spending so much money on an “outing” into space was not morally justified while there was so much poverty in our country. “What about all the homeless people and orphans, the sick, elderly and unemployed?” they asked. “Why doesn’t Shuttleworth contribute to making life easier for them, instead of wasting it in this way?”

Other people said that one should look at the “bigger picture”. That means that one should try to find broader meaning; some kind of “long-term investment” stemming from his actions.

One of Shuttleworth’s main objectives was to motivate youngsters to take a greater interest in maths and science, two learning areas that have not been greatly exploited in the disadvantaged communities, and for

which there is great scope in terms of future careers. The **Hip2b²** project has been mentioned. It was hoped that there would be a greater awareness of the exciting world of science. The University of Stellenbosch, which had previously launched its Sunsat satellite successfully, was deeply involved.

Shuttleworth planned to do three experiments in space. In the first one, which was designed by Dr Danie Barry of the University of Stellenbosch, the development of stem cells and embryos from sheep and mice in micro-gravity would be tested. In the second, students from the University of Cape Town studied Shuttleworth's energy consumption and heartbeat in space.

On Wednesday, 4 September 2002, Dr Barry, from the Department of Animal Sciences at the US gave a talk: *"Never despair, the sky is the limit if you try hard enough"*. Amongst other things he said the following:

"During the launch of the Soyuz rocket and Space Capsule No 33 by Energia, the Russian Rocket and Space Corporation, from Baikonur, Kazakhstan, we sent mammalian embryos and stem cells for a period of 10 days in a portable Biotherm incubator and a glove box with Mark Shuttleworth to the International Space Station.

After their return from outer space, the embryo and cell samples and the corresponding control samples were frozen immediately in liquid nitrogen. The control and space samples were then transported to the laboratory at the US for evaluation and further analysis. It was shown that the sheep and mouse embryos grown under micro-gravity conditions developed past the hatching stage of the embryo, and an enlargement and outgrowth of the inner mass was observed. ...It can therefore be concluded that sheep and mouse embryos will ... keep on developing after hatching under conditions of zero-gravity in outer space."

3.3.5 Assessment

Learning Outcomes(LOs)
LO 1
LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 understands and appreciates stories, including those told by other learners:
1.1.1 responds personally and critically, asks and answers questions.
LO 2
SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:

continued on next page

2.2.1 uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and make suggestions (e.g. 'I think you should ...'), etc.;
2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).;
2.4 begins to debate social and ethical issues:
2.4.2 brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
2.4.3 interrupts politely (e.g. 'Excuse me ...');
2.4.4 expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');
2.4.5 expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...').
LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes one or two paragraphs describing a process (e.g. how to change a car tyre);
4.4 writes creatively:
4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).
4.7 uses developing knowledge of language structure and use:
4.7.1 makes text cohesive (e.g. by using pronouns).
LO 5
THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions (e.g. 'What would happen if ...?');
<i>continued on next page</i>

5.2.2 defines and classifies.
5.3 collects and records information in different ways:
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.8 expands vocabulary.

Table 3.11

3.3.6 Memorandum

Assignment 1

1. Posters
2. Research (links with History) into the Cold War, the space race and the first Russian cosmonaut.
3. Vocabulary as in assignment 4.

LEARNING UNIT 4: WRITING

Assignment 2

1. He is shocked at the state of the world; he is critical of the press for giving such prominence to Shuttleworth's trip as there are more pressing problems that need to be highlighted; we must believe in our own dreams and our own lives (implied: for the betterment of society).

2. Letter to the editor. The format is important, as are the tone and register.

Assignment 3

1. Any suitable translation can be accepted.

2. The advertisement is visually striking and relates to the subject: One sees cells (microscopic images, suggesting the scientific experiments that formed an important part of the project), the earth as seen from space, and a satellite. The US Sunsat project was, like Shuttleworth's undertaking, a first for Africa. The two things are linked through the visuals. The copy suggests vibrancy ("skiet" / shoot), and also faith in the future of the country. It promotes the US as an institution that is on the forefront of new developments. (Anything along these lines.)

3. The logo: Learners' own opinion (must be substantiated). Logo has leaf because Stellenbosch is traditionally associated with the oak trees. Typography is perhaps too stilted.

4. Own advertisement: All facets to be explored: copy, graphics, typography, etc.

5. The + places it within the context of science and maths. The words "multiply" and "divide" reinforce this.

6.

(a) "hip" means stylish, following the latest fashion, "with-it"

(b) "square" means old-fashioned, opposed to new trends, not "with-it".

7. It links it to the idea of a scientific equation.

8. Infinite means never-ending. It fits with the idea of space.

9. ... promote science and technology and maths, especially amongst the youth of our country.

3.4 Treat writing as a process⁴

3.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.4.2 Grade 7

3.4.3 Module 13

3.4.4 TREAT WRITING AS A PROCESS

3.4.5 Activity 1

1. Imagine that you have the opportunity to ask Prof. Barry some questions. Write three questions that you would ask. Your questions must start as indicated below.
2. What would have happened if:
3. How did you succeed in:
4. Can you explain how:
5. What are **micro-gravity** conditions?

Effects of micro-gravity on the body

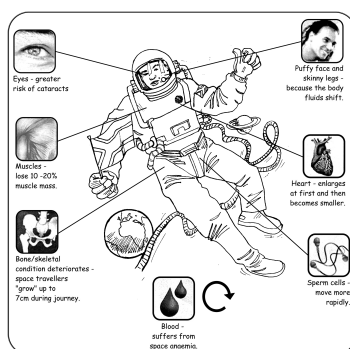


Figure 3.3

1. What are **mammalian** embryos?
2. Did you know that a whale is a mammal? Name two or more “unusual” mammals (e.g. some of the strange animals found in Australia or on Madagascar).



Figure 3.4

⁴This content is available online at <<http://cnx.org/content/m23302/1.1/>>.

1. Make a little project on these animals to put up in the classroom.
2. What does one do if one **analyses** something?

When one analyses something, one _____

1. What is the antonym of **analysis**? What does that word mean?

The antonym of analysis is:

It means:

8. Note: **To analyse** is the verb.

An analysis is the noun.

9. Do you think all these experiments are of any real use? Write a few sentences to air your views.

NOTE: The text by Prof. Barry is a **FACTUAL REPORT** as it states facts and does not reflect a point of view or any emotion (we say it is **OBJECTIVE**) while your sentences in no. 7 would be **SUBJECTIVE**, because they reflect your **point of view** and may be written in **emotive** language.

LO 4.6		LO 4.7		LO 5.2	
LO 6.1		LO 6.8			

Table 3.12

3.4.6 Activity 2

1. Read the passage below loudly, paying special attention to stress and intonation.

“MARK MANIA” HITS CAPE TOWN

On 2 September 2002 Mark Shuttleworth started his nation-wide campaign, **Hip2b²** at his alma mater, Bishops, in Cape Town. Later in the afternoon he spoke at the Cosat College in Khayelitsha. Hundreds of enthusiastic children gave him a tumultuous welcome. He related some of his experiences in space, and described what it was like to be cooped up in the tiny Soyuz capsule while experiencing space sickness. He also told them about his favourite drink, Russian space fruit juice.

A special time capsule, made from glass fibre and with a stainless steel cap, was buried at the door to the science laboratory of the school. It contains letters from, amongst others, Pres. Thabo Mbeki, Dr Desmond Tutu, Mr Nupen (the Bishops headmaster) and the head boy, Thabang Kekana. It also contains photographs, the 1991 roll of honour when Shuttleworth was headboy, cufflinks and a flight badge.

Shuttleworth seemed to enjoy handing out autographs to all and sundry. The campaign aims at promoting interest in maths, science and technology amongst learners. His message was: “Whatever your dream, you can make it happen.”

POSTSCRIPT : On 18 September 2002 it was announced in the news that Carike Bosman, a Grade 11 schoolgirl from the Eldoraigne High School had won an international English essay competition on the theme of space and realising one’s dreams. She stated that Mark Shuttleworth had inspired her. She won the equivalent of R12 000 and would receive her prize at a space research institute in the Netherlands. For an Afrikaans-speaking girl from South Africa that is quite an achievement, don’t you agree?

1. Write the italicised words/expressions in your personal dictionary and make sure that you know how to pronounce them, what they mean, and how to use them in context. Your teacher will assist you.
Note: Some of them, like *promoting*, may be written in a simpler form, e.g. *(to) promote*.
2. The expression *alma mater* is a Latin term meaning the school or institution where one studied.

Write down 10 words that have been derived from other languages, but are used as ordinary English words today. Write down the meaning of each of these words or expressions, and then use it in a short sentence to show that you know how to use it.

LO 3.6		LO 6.8	
--------	--	--------	--

Table 3.13

3.4.7 Activity 3

1. Compare the following sentences:

- I **work** hard every day.
- I **am working** hard at the moment, so I don't have time to go to the movies with you right now.
- I **have been working** really hard at my schoolwork, so I should do well this year.

The verbs that have been printed in bold in the sentences above are various forms of the verb “to work”. Can you see that different forms suggest different meanings?

Look at the last sentence and try to explain exactly what it means. Now look at the following similar sentences and read them out loudly:

- Mark has been visiting many schools lately.
- Many South Africans have been following the news about our own spaceman this year.
- I have been compiling a scrapbook about Mark's life this term.
- Mark's company has been growing rapidly.
- Many learners have been making projects about the first African in space lately.

DO YOU SEE THAT THE VERB SUGGESTS A **RECENT ONGOING PROCESS**? This form is called the PERFECT PROGRESSIVE. (You don't have to remember that!)

Underline the verb in each sentence. Remember, in this form, the verb consists of more than one word each time.

- Write four sentences of your own in which you use this form of the verb. Underline the complete verb (finite verb) in each sentence.
- Now consider the following sentences and note the verbs in bold. The verbs are in a different form called the CONDITIONAL. Read the sentences out loudly. You will see that they suggest a **condition**.
- If I had the money, I **would go** on a space trip.
- If Thabile could sing, she **would become** a pop star.
- If only we were allowed to wear ordinary clothes to school, I **would wear** my denims every day.

Do you see that the sentences start with “If”? That means a condition is being set. It is something that is wished for, or desired, or hoped.

Now make two of your own sentences in which you use the conditional form:

LO 6.1	
LO 6.6	
LO 6.7	

Table 3.14

AND FINALLY, JUST FOR FUN:

Dramatise a visit to your school by Mark Shuttleworth. One of the learners must be Shuttleworth. The others must ask various interesting or amusing questions for him to answer. They must make sense, however! Perhaps you will be allowed to hold a Soyuz party at school . . . use your imagination. You could even learn a few Russian words, if you wanted to. Perhaps you could also create a “space menu” or a Russian menu. Be creative and enjoy it! Perhaps you could try to do a Cossack dance.

3.4.8 Assessment

LO 3
READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes one or two paragraphs describing a process (e.g. how to change a car tyre);
4.4 writes creatively:
4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).
4.7 uses developing knowledge of language structure and use:
4.7.1 makes text cohesive (e.g. by using pronouns).
LO 5
THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions (e.g. ‘What would happen if ...?’);
5.2.2 defines and classifies.
5.3 collects and records information in different ways:
LO 6
LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.8 expands vocabulary.

Table 3.15

3.4.9 Memorandum

Assignment 1

1. Any suitable questions.
2. Conditions where there is very little (almost no) gravity.
3. Embryos of mammals.
4. Any strange mammals.
5. Project
6. One takes it apart to study the parts of the whole.
7. Synthesis. That means putting the constituent parts together to form a whole.
8. Own comments.

LEARNING UNIT 6: LANGUAGE STRUCTURE AND USE

Assignment 2

1. On reading the passage, special attention must be given to stress and intonation by the learners.

2. mania craze, obsession, passion

campaign movement, crusade, promotion

enthusiastic excited, eager, keen, passionate

tumultuous chaotic, noisy, boisterous

related recounted, told, shared, communicated

all and sundry everybody

1. The university, college or school where one studied. (The Romans: “fostering mother”)

2. Learners’ own contributions. See Guidelines.

Assignment 3

1. Underline the following verbs:

has been visiting; have been following; have been coming; has been growing; have been making.

2. Four sentences of their own

Chapter 4

Term 4

4.1 Treat writing as a process¹

4.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.1.2 Grade 7

4.1.3 Module 14

4.1.4 USE READING STRATEGIES

4.1.5 Activity 1

Elvis Presley: The King of Rock

Ask anyone you know who is older than 45 what they thought of Elvis when they were young, and you're sure to get very spirited answers. In the late 'fifties a new star took the world by storm and turned the world of popular music upside down. Elvis Presley, aka Elvis the Pelvis, changed the face of pop music forever. Something amazing was happening on the music scene and suddenly teenagers were clawing their way through the crowds to see and hear their idol. For the first time in modern history girls were fainting on the spot as they caught a glimpse of their hero. There was pandemonium as Elvis wiggled his now-famous hips. An idol had been born.

Some people thought him common, and most parents were dismayed by their children's inexplicable behaviour. He was often called vulgar and parents did all they could to keep him from influencing their children. But both his music and his image were so powerful that there was no stopping his climb to fame.

Here is a very short history of the man who came to be called "The King":

Elvis Presley was the first real rock and roll star. He was a white Southerner (from the USA) who sang blues mixed with country and western, with a bit of gospel added into it. He performed his music with a natural swivelling of his hips that made parents feel ever so uncomfortable, but his daring, unconventional performances caused him to become a role model for generations of cool rebels. Up to then teenagers had been listening to ballads sung by the so-called "crooners", and they hadn't had a star they could call their own. They had simply shared the music that the older folks were listening to. Now it was time for a change in the mainstream culture.

Elvis Aaron Presley was born in a humble home in Tupelo, Mississippi on January 8, 1935. His twin brother was stillborn and he grew up as an only child.

When he was in fifth grade, his teacher asked him to enter a talent contest on children's day at the Mississippi-Alabama Fair and Dairy Show. He was only ten. Dressed in a cowboy suit, and standing on a chair to reach the microphone, he sang Red Foley's song, "Old Shep", and won the second prize (\$5) and

¹This content is available online at <<http://cnx.org/content/m23305/1.1/>>.

free tickets to all the rides. On his next birthday he received a guitar and his uncle gave him basic guitar lessons. Elvis was a bit of a rebel as a young man, and was refused a place in his high school football team for not wanting to trim his sideburns and ducktail.

His musical influences were the pop and country music of the time, and the gospel music he heard in the church that the Presleys attended. The R&B he heard on historic Beale Street in Memphis, as he mingled with the (mostly black) youngsters, certainly played a major role in his musical development. His sound and style were unique and refreshing and challenged the racial barriers that existed during that era, especially in the South. After working as a truck driver, he began his singing career in 1954, and by 1956, with his records being distributed under the influential RCA Victor label, he was a sensation in most western countries.

He was the star of 33 successful films, appeared globally on television, and gave awesome live performances all over the world. He sold more than a billion records (more than any other artist), had 14 Grammy nominations and served his country with honour in the US Army.

Elvis was known all over the world by his first name, which is proof of the fact that millions of people adored him. He was talented, good-looking, gifted, humble and good-humoured.

Elvis Presley is regarded as one of the most important figures of twentieth century pop culture.

He died at his Memphis home, Graceland, on 16 August, 1977.

Sources: http://www.elvis.com.elvisology/bio/elvis_overview.asp² <http://www.history-rock.com/elvis-presley.htm> —of-

²http://www.elvis.com.elvisology/bio/elvis_overview.asp



Figure 4.1

4.1.6 Activity 2

1. Together with three or four of your classmates, do some research on Elvis Presley and compile a short project on this superstar and the era in which he became famous. Concentrate on the first 20 years of his stardom. (You should find plenty of information in books and magazines in the library. Ask older people what they can remember of that era, e.g. the ducktail culture, jive and bop and the fashions).

Use the following framework, but don't stick to it rigidly. Your project must be your own, unique creation:

- a short biography

- the songs he made famous
- films in which he appeared
- his army days
- his wife and child
- his home, Graceland
- what older people felt about Elvis when they were young
- the fashions, dances and general culture scene

LO 4.6		LO 5.3	
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Table 4.1

4.1.7 Activity 3

Still working together in the group, make a poster to accompany your project. It must contain the lyrics of at least two of Elvis's earlier songs.

LO 4.5		LO 4.6	
--------	--	--------	--

Table 4.2

4.1.8 Activity 4

Read the lyrics of one song out loudly in class. If possible, play the music (tape, CD) or sing the song if you like.

LO 5.1	
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Table 4.3

Elvis Presley has become more than an idol: today still, he is regarded as an **icon**.

What is an icon? Originally an icon was a painting of Christ or any other holy (Christian) figure, usually painted in a traditional style on wood. It was venerated (adored) and used in devotions in the Byzantine and other Eastern Churches. It is still to be seen in Greek Orthodox churches, and in the homes of people who belong to that faith.

This is an example of such an icon:



Figure 4.2

However, in the figurative sense of the word, an icon is a person or thing that is regarded as a representative symbol of something. So when we say that Elvis has become an icon, it means that he has become more than an idol; he has become the symbol of a specific culture, that is the slightly rebellious rock and roll / pop culture of the youth.

Look at these interesting facts:

- Elvis's first album, *Elvis Presley*, was launched in March 1956 and became his first golden album. Filming on his first film, *Love me Tender*, also commenced in that year.
- Graceland was opened to the public in 1982.
- More than 600 000 tourists visit Graceland annually. Only the White House has more visitors per year.
- In 2002 a relatively unknown Elvis song, "*A little less conversation*" was re-issued, this time with a techno beat. It reached the top of the hit parades in Britain, Japan, Australia, Hong Kong and Norway.
- The soundtrack of the recent animation movie, *Lilo and Stitch*, contained eight Elvis songs. Thousands of young people became new fans of the King of Rock and Roll.

Source: *Die Burger*, 16 August 2002.

4.1.9 Activity 5

The following text has been slightly modified from "Pop se gedagtes", a weekly pop column in *Die Burger(JIP)*, written by Chutney de Ridder. It appeared on Monday, 19 August 2002. See how well you can translate it into English. (Use your dictionary if necessary.)

ELVIS LEEF NOG STEEDS ...?

Nagenoeg 80 000 mense vanoor die wêreld het dié naweek op Graceland in Memphis toegesak om hulde te bring aan die "oorlede" koning van rock & roll. Ek sê "oorlede" tussen aanhalingstekens, want derduisende mense glo nog steeds dat Elvis weer sy verskyning gaan maak.

LO 2.1	
--------	--

Table 4.4

4.1.10 Assessment

Learning Outcomes(LOs)
LO 2
SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
Assessment Standards(ASs)
<i>continued on next page</i>

We know this when the learner:
2.1 translates;
2.2 interacts in additional language;
2.3 shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm;
2.5 demonstrates critical awareness of own language use.
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction);
3.2 understands in a simple way some elements of poetry (e.g. simile, rhyme, alliteration, personification), and understands some of the terms used to describe these elements (e.g. personification);
3.4 reads for information;
3.6 uses reading strategies;
3.7 reads for pleasure;
3.8 shows some understanding of how reference books work.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.4 writes creatively;
4.5 designs media texts;
4.6 treats writing as a process.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum;
5.2 uses language for thinking;
<i>continued on next page</i>

5.3 collects and records information in different ways.

Table 4.5

4.2 Read a text³

4.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.2.2 Grade 7

4.2.3 Module 15

4.2.4 READ A TEXT

4.2.5 Activity 1

Some words in English sound the same, but are spelled differently and their meanings obviously differ, e.g. meet/meat. Such words are called HOMOPHONES (homo=the same; phone=sound).

1. Next to each number you will see two words that sound the same. One of each pair has been taken from the text. The other one is its homophone. Note how they are used in the sentences printed here.

(a) idol / idle

- David Beckham is my **idol** because I think he is a fantastic soccer player.
- My mother hates it when I am **idle**. She wants to see me busy all the time.

(b) feet / feat

- I have walked 20 km today, so my **feet** are very tired.
- It is quite a **feat** to shoot five goals in one soccer match.

(c) role / roll

- When we have a concert I want to have the **role** of Elvis.
- Please **roll** the ball towards me so that I can practise kicking it.

(d) key / quay

- I can't unlock the door if I don't have the **key**.
- The yacht was moored to the **quay**.

(e) weekly / weakly

- This is a **weekly** magazine; it appears each Friday.
- The man could only mumble **weakly** that he had been shot, because he had already lost a lot of blood.

Make your own sentence with each of the words that have been printed in bold type.

LO 6.7		LO 6.8	
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Table 4.6

³This content is available online at <<http://cnx.org/content/m23309/1.1/>>.

4.2.6 Activity 2

2. Try to find another five pairs of homophones and write them here, and then make a sentence containing each word as above.

LO 4.4	
--------	--

Table 4.7

Of course, idols are not found in the world of film and music only. Many sports personalities are idols, and even politicians have become idols and icons. We need only think of someone like Nelson Mandela who is a universal symbol of freedom. You will probably all agree that Mr Mandela, or Madiba, as he is affectionately called, is an icon, as he is revered by people all over the world. He has grown to be much more than an idol.

Who are your idols in the sporting community? Surely we know about South African stars such as Allan “White Lightning” Donald, Shaun Pollock, Makhaya Ntini and the all-rounder, Nicky Bojé, to name but a few.

These cricketers work very hard to gain their status as idols! A lot of hard work and many preparations go into a test or tournament. One of the things that have to be prepared, is the cricket pitch.

The condition of the pitch is tremendously important, and before a match it must be inspected to make sure that it is in perfect order. A past English captain, Sir Leonard Hutton, once said: “*A cricket pitch is like a woman. One never knows how it is going to change with time.*”

For one-day matches the pitch is usually cropped (the grass is cut to the ground) and rolled very hard to give the batsmen the best advantage. In longer tests some grass will be left on the pitch to give the fast bowlers the best advantage. A pitch normally deteriorates by the fourth or fifth day and then the spin bowlers use these conditions to make the ball spin sharply on the eroded spots.

Look at the following sketch of a cricket pitch, and insert the words or figures printed on the next page in the appropriate places so that the information about the pitch is correct. You will probably need to do some research. You may consult books on cricket, or ask your physical education teacher/coach.

Read the following passage carefully and follow the instructions related to it:
“AMACAL’EGUSHA”

In the remote rural areas of the Eastern Cape a traditional cricket tournament has been played every year for the past eighty years or more. It is called the “Amacal’egusha”, or the “half-sheep tournament” by the Xhosa people who participate, because the prize is a sheep or half a sheep. The fact that there are no proper facilities does not put them off and they are as enthusiastic about the game as any player in a city would be, if not more so. It is not unusual to see young men, “white-washed” in clay, just after having left their initiation schools, amongst the spectators. Many youngsters find themselves the best “seats” in the tall thorn trees around the field. Some enthusiasts bring their own seats along, but they would never miss the game. This just proves that cricket is certainly not only a game for rich white city dwellers, as some people might think. After all, this is where stars like Makhaya Ntini and Monde Zondeki come from.

Source: BY, *Die Burger*, 11 January 2003

1. Try to get someone who speaks Xhosa well to teach you how to pronounce “*Amacal’egusha*” properly. Pay attention to the way in which the “c” is pronounced. It might also be a good time to learn about some of the other “clicks”, such as the x and q as well.

2. Do you know where the “remote rural areas” of the Eastern Cape are?

(a) Draw a map of South Africa, indicating the Eastern Cape.

(b) Indicate the Great Fish River and the Kei River.

(c) Do some research on the Wild Coast. You will discover that it is a tourist haven because of the beautiful beaches and good fishing. Indicate two favourite tourist spots on the Wild Coast. Write their names on the map, and mark each one with a T.

(d) This coastline is called the “Wild Coast” because of the dangerous coastline and the stormy seas that sometimes occur. Find out about at least ONE famous shipwreck that occurred along this coastline and write its name:

(e) What do you think are the problems faced by schools and their learners in this remote part of our country? Name at least two.

LO 3.8		LO 5.1		LO 5.2		LO 5.3	
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Table 4.8

Read the passage attentively.

“STREET CRICKET”

Paul “Gogga” Adams remembers how he learnt cricket in the dusty Cape township streets. Many players, such as Roger Telemachus, Henry Williams and Justin Ontong started their careers by playing street cricket on the Cape Flats. It was quite simple: all one needed was a rubbish bin, a bright plastic crate or a pile of bricks as wickets, a bat or even a sturdy plank, a tennis ball and a few enthusiastic boys from the neighbourhood. Many window panes were broken as the players hit sixes!

LABELLING

Have you ever heard people saying something like the following?

- “Cricket is only for rich English whiteys!”
- “You’re a sissie if you don’t play rugby!”
- “Oh, only blacks play soccer!”
- “He doesn’t play sport; he only plays the piano... He can’t be a real man!”

We call this **stereotyping**. We label people by putting them in a certain category and then we describe them using a preconceived idea. We simply create a fixed picture of a person and then **label** him/her without considering the individual and his/her circumstances. This is a **hurtful human habit** and we should try to avoid doing it. Psychologists say we do this as a form of protecting ourselves, because we feel uncertain and threatened when someone is different from the crowd. We feel more powerful and more secure in our own little group when we are able to put people into “boxes”. It is, however, an unfair and harmful practice to label people.

It is far more important to be ourselves and to **develop our own identity** than to try to fit into the crowd all the time. After all, variety is the spice of life, and it would be very boring if we were all alike, wouldn’t it?

We should all try to improve our values by having more **empathy** and **tolerance** towards others.

To have empathy means to put oneself into someone else’s shoes and to understand the way he/she thinks and feels. To be tolerant means to allow people to have their own beliefs, opinions and ways of doing things. *It isn’t wrong to be different; it merely makes the world a more interesting place.*

4.2.7 Activity 3

DON’T JUDGE A BOOK BY ITS COVER

Select a group of about five or six learners. Each learner must dress up as a “typical” character, e.g. a metal head, a nerd, a big tough rugby player, an artist, a rapper, a musician, etc., but he/she must remember that appearances can be deceptive. The rest of the class must stereotype or label each one of these characters in writing, according to the “norm”. Then form groups of about five, and hold a discussion about what you have written, and decide whether your labelling of these people was fair. You may ask the characters to tell you something about themselves, so that you can discover that they are not altogether what they appear to be.

LO 2.2	
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Table 4.9

4.2.8 Activity 4

1. Read the passage below loudly, paying special attention to stress and intonation.

FROM URCHIN TO SPORTS STAR

Three years ago Bongani Magali (13) was abandoned and had to scavenge for food in a pigsty. He had nowhere to go, and nobody to turn to for help. Then, on Easter Monday 2000 the five-year-old Grant Moore asked his father, a farmer in Philippi, if the boy with whom he had played at the pigsty could spend the weekend with them. Since then he has been part of the Moore family. The five Moore children regard him as their “Ouboet”.

The Moores have a riding school and shortly after his arrival on the farm, Bongani asked whether he could ride one of the horses. Within a short time, it was clear that he was a talented rider, and today he is an excellent horseman, with many trophies to prove it. “In all the local competitions in which he competed he came third twice, and he won all the others,” says Mr Moore proudly.

Bongani is now a grade 6 learner at the Groote Schuur Primary School, and he excels in rugby, swimming and high-jump. He was also selected as a member of the WP Craven week rugby team. He says the Springbok wing, Breyton Paulse, is his hero.

According to his headmaster, Mr Anton Meyer, he is a born leader. His fellow learners are mad about him. Mr Meyer believes that he will go far in sport if he continues to make the most of every opportunity, as he has done so far.

Who would have thought that a poor, hungry, abandoned urchin from the Cape Flats would be such a star? Who knows, he might be an idol one day!

Source: *Die Burger*, 7 January 2003

2. Record the following words and their meanings in your personal dictionary and use each of the original words in a sentence of your own. Your educator will check to see whether you have used it correctly.

(a) abandon (verb)	dump / throw away
(b) scavenge (verb)	hunt / search
(c) global	worldwide
(d) urchin	stray / orphan / homeless child
(e) deceptive	misleading
(f) debut	first
(g) revered	respected / honoured
(h) remote	far-off / out-of-the-way / distant
(i) gifted	talented
(j) era	time / period

Table 4.10

LO 2.3		LO 3.6	
LO 4.4		LO 6.8	

Table 4.11

4.2.9 Activity 5

READING

Read a book of your own choice, and write a very short report / comment on it.

LO 4.4		LO 3.7	
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Table 4.12

Recommended reading: *Madiba Magic: Nelson Mandela's favourite stories for children* (Tafelberg, R154)

This is a beautifully illustrated book of African stories (about the San, Khoi, Cape Malay and Cape Dutch cultures, amongst others) that have been passed down from generation to generation. They are often about cunning tricksters, magic spells and even a cannibal or two. Why not try to get hold of it for some entertaining reading?

Source: Sunday Times, 12 January 2003

AND FINALLY, JUST FOR FUN:

- Ask your teacher if you can have a Sixties party, and play some Elvis songs. Learn the jive or the bop. Dress up like real Sixties characters.
- Then Watch a real Elvis video from the sixties like “Jailhouse Rock”!!

PS: Do you know the meaning of “aka” (see very first text)? It means “also known as”.

4.2.10 Assessment

Learning Outcomes(LOs)
LO 2
SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
2.1 translates;
2.2 interacts in additional language;
2.3 shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm;
<i>continued on next page</i>

2.5 demonstrates critical awareness of own language use.
LO 3
READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction);
3.2 understands in a simple way some elements of poetry (e.g. simile, rhyme, alliteration, personification), and understands some of the terms used to describe these elements (e.g. personification);
3.4 reads for information;
3.6 uses reading strategies;
3.7 reads for pleasure;
3.8 shows some understanding of how reference books work.
LO 4
WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.4 writes creatively;
4.5 designs media texts;
4.6 treats writing as a process.
LO 5
THINKING AND REASONING The learner is able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum;
5.2 uses language for thinking;
5.3 collects and records information in different ways.
LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.
<i>continued on next page</i>

We know this when the learner:
6.7 uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective);
6.8 expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).

Table 4.13

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